



ORBIT 34

Ideas
about Teaching
and Learning
Volume 7, Number 4
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OISE Materials for Schools

The 1976 edition of *OISE Materials for Schools* is now available upon request from the Office of Research and Development Studies, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6. This publication describes materials presently available (both published and unpublished) developed at the Institute that are likely to be of interest to teachers and administrators.

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ORBIT 34

The Food of Love	Lorne Brown	3
Decision-Making in the Curriculum: Resource Materials	Ruth Marks and Julia Matthews	6
Oktoberfest		10
New Directions for Canada Studies	Paul Gallagher	11
Fired! The Michael Kopchuk Case	Melvyn P. Robbins	14
Classroom Observation to Pinpoint Learning Problems	Solveiga Mieazitis	18
L'Education permanente – de Smooth Rock Falls à Opasatika	Ronald J. Duhamel, Lise Lavoie et Wayne W. Weaver	21
A Consumer Report on School Textbooks: 5. French as a Second Language: Kindergarten to Grade 3	Alice Weinrib	24
Teaching Aids from the Community – Yukon Territory		27
Profile of a School 36/Scarborough Village Bilingual School		28

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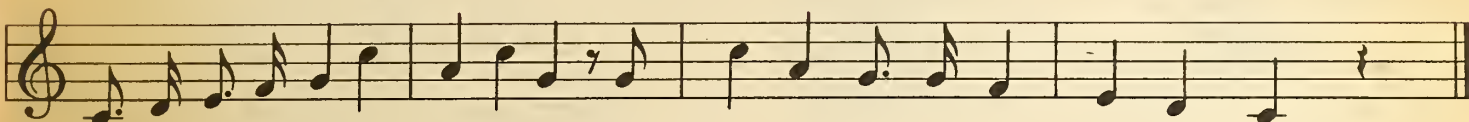
Audience: *Orbit* is published by the Ontario Institute for Studies in Education for everybody involved in or concerned with education.

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tape of Robeson and played it to some classes. The great coloratura soprano Lily Pons has recently died, but her voice can still be enjoyed. There's no lack of material in great variety to listen to together with your class.

Editor's Note: It must be pointed out that the mechanical reproduction of a recorded performance without the permission of the copyright holder is a violation of the law of copyright. Permission would probably be forthcoming and any fee waived in the case the author is describing: i.e., when the taping is a once-only, not for public performance, and not for profit. However, record companies and music publishers take a far less charitable view of anyone making multiple cokes for whatever purpose.

The second thing a non-musical teacher can do is recognize the importance of rhythm in music (and in life). Rush, do not walk, to the nearest bookstore and buy *Music for Fun, Music for Learning* by Lois Birkenshaw (Holt, Rinehart, & Winston). Read the introduction and the whole book. It would be foolish for me to add anything more—Ms. Birkenshaw's book is so excellent and has so many great ideas, especially around rhythm, that I cannot conceive an elementary teacher not having a copy and not using it religiously.

Be on the lookout for the role music plays in people's lives. Discuss the Muzak concept. What is background music? Listen to the soundtracks of films you show. Consider music as propaganda. How about listening to songs that have been banned

because of their message—'Die Gedanken sind frei' in Hitler's Germany, 'Venga Jaleo' in Franco's Spain, 'Wimoweh' in South Africa? Even Christmas carols were once banned! Listen to different radio stations and see what kind of music they program (rock, middle-of-the-road, country, etc.). Invite friends, acquaintances, singing principals, and such to your class. In no time at all, you'll start feeling musical enough to be ready for Part II of *The Food of Love*.

Part II

In Part I we learned of many things a non-musical teacher can do with a class. How about the musical teacher? Well, if you're musical at all, the chances are you play at least one musical instrument. Whatever it is, you should bring it into your class and play for them. If you're a ragtime pianist, get hold of a piano or take your class to one (there's one in every school anyway) and play rag till your fingers give out. If you're a flautist, set up your music stand and play every flute piece you can lay your hands on. If you play the blues harp, bring it to school and wail, man, wail! If you're a five-string banjo player, play every old breakdown you've ever heard, plus a few you've never heard. If you love your instrument enough to buy one, to practice it, and eventually to reach a certain degree of competence, then that's what your children should be sharing. Your love of music and music-making will be contagious.

Certain instruments are excellent for accompanying children's singing; some are remarkably easy to play. Stay away from pianos if possible—they are so big they get in the way and you can't face your pupils properly. Furthermore, most piano accom-

paniments for children's music are just too, too uninspiring. And the music tends to be written too high for comfortable singing. I prefer some of the traditional folk instruments because (a) they're small and don't get in the way, (b) you can face your pupils, (c) you can control the pitch and suit the song to the children's voices. They're also a lot cheaper than a piano!

The easiest of them all is the autoharp. (You may have to get someone to tune it for you.) The autoharp is that zither-looking instrument with a bunch of buttons on it. By pushing a button you get a perfect chord. (Beginning guitar players—eat your heart out!) You will find that eventually you'll tire of simply making swooping arpeggios with your right hand and you'll work out an interesting rhythmic strum of your own. Autoharps can be purchased for less than \$100.

Another very easy instrument, yet tremendously effective, is the Appalachian dulcimer. I made my own to start with, but excellent ones can be purchased for \$80 to \$100. They have only three strings, no chording is required, and they are easy to tune. (Autoharp players—eat your heart out!) The melody is played on the first string. Its effect is both simple and haunting, and is ideal accompaniment for many children's songs.

Those instruments that look like legs from an old chair are recorders. They are easy to play (i.e., to make a sound out of) but require some work to get the fingering down right. They are not as satisfactory for accompanying singing because no one has yet found a way of singing and playing a recorder at the same time. Nevertheless, for certain songs they are ideal.

Guitars are so popular now they need

hardly be mentioned. (Too popular in my opinion—everyone and his dog plays a guitar.) They are the most versatile of the stringed folk instruments, but require a lot of work before they sound good. I personally prefer the five-string banjo for children's songs—there's something about the staccato, needle-sharp notes that gives a clear, hard-driving rhythm, whereas the guitar tends to get muddled up with its own resonance. Both these instruments require a lot of practice. The ukulele is so limited in style and sound that I think it is a poor substitute for guitar or banjo.

Even if you have no accompaniment at all, give your pupils lots of singing. Some songs actually sound much better unaccompanied. When giving a concert I always sing at least one song where the voice can soar unencumbered by an accompaniment. I have had a long campaign against songbooks for schools; they have been for years equally dismal, being collections of trite songs, unimaginative accompaniments, and cutesy lyrics, more designed, it seems, to turn people off music than to turn them on. There are some great songbooks, and here is my personal list of cheap, excellent volumes with large numbers of singable songs:

- Ruth Seeger, *American Folk Songs for Children* (Doubleday).
- Ruth Seeger, *Animal Folk Songs for Children* (Doubleday)—good songs, good ideas for using the songs with kids.
- John Langstaff, *Hi Ho the Rattlin' Bog* (Harcourt Brace)—good songs for group singing.
- Nancy and John Langstaff, *Jim Along Josie* (Harcourt Brace)—folk songs and singing games for young children.
- Barbara Cass-Beggs, *Canadian Folk Songs for the Young* (J.J. Douglas)—Canadian material that has gone over well with children.
- Fireside Book of Folksongs and Fireside Book of Children's Songs*—classic standards.
- William Cole, *Folk Songs of England, Ireland, Scotland, and Wales* (Cornerstone Library, Simon & Schuster)—old favorites such as 'Greensleeves,' 'Flow Gently, Sweet Afton.'
- Pete Seeger, *American Favorite Ballads* (Oak Publications)—the cheapest and the best collection of well-known songs.

You will notice that I have a great bias in favor of folk music for children. There are many reasons for this: (a) By definition, folk music is that which has stood the test of time—if a song has lasted for 100 years it must be good! (b) Being written by plain ordinary people (the 'folk'), they are honest statements that tell a lot about people and life. By contrast, songs written for children are often cute and basically false impressions of what adults think will appeal to children. (c) Many popular songs today are very adult, and I find it offensive seeing a prepuberal child singing some adult song of love and romance. Childhood is short enough—let's keep it precious. (d) Folk

music is simple. Remember, I place great value on simplicity—'Tis the gift to be simple,' says the Shaker hymn. The tunes are singable, the accompaniments straightforward, and the words plain. But the total effect is one of great art—in miniature, perhaps, but still great.

Children should be encouraged to sing. They naturally love singing—keep up that love. Don't ruin it by too much attention to tone. However, as children grow older we should be encouraging their tonal qualities to improve. By grades 5 and 6 we should be giving them experience in singing part songs. (Singing harmony with someone can often be almost like making love!)

Children should also be encouraged to learn songs. (I mean *really* learn them.) Has memory work gone the way of the passenger pigeon? When you learn a song it becomes part of you, and your life is the richer for it. Start by teaching songs with lots of repetition: 'Mary wore a red dress/sweater/gloves/shoes, etc.' Many spirituals are great for learning because the form allows everyone to sing with occasional help from the leader:

Leader:

*Moses stood by the Red Sea shore
Smotin' the water with a 2 by 4,*

Group:

*Pharoah's army got drowneded,
O Mary don't you weep!*

Chorus (all):

*O Mary don't you weep, don't you mourn,
O Mary don't you weep, don't you mourn,
Pharoah's army got drowneded,
O Mary don't you weep!*

Pupils should be encouraged to play musical instruments. Rhythm instruments are an obvious must. Many jokes are made about kindergarten rhythm bands (and rightly so), but please, stuff your ears with cotton batting if need be, but let kids play rhythm accompaniment to songs. In older grades they can play harmonic instruments such as the autoharp. Melodic instruments are harder, but the recorder and dulcimer are both well within reach of grades 5 and 6 pupils. Instruments associated with the Orff method of teaching music, such as the xylophone, are good, especially for pentatonic songs. (And get hold of a pentatonic songbook.)

Your class should have a musical experience every day. Rhythmic games for younger children should be worked into a number of situations during the day. There should definitely be a listening experience in music every day. And, hopefully, lots of singing.

An old Quaker hymn seems an appropriate note (sic!) to end on:

*My life flows on in endless song, above
earth's lamentations,
I hear the real though far-off hymn that
hails a new creation.
No storm can shake my inmost calm, while
to that rock I'm clinging,
It sounds an echo in my soul.
How can I keep from singing?*

Appendix

A *minimum* list of materials for an elementary teacher to teach music:

1. a cassette tape recorder
2. 6 blank cassette tapes
3. Lois Birkenshaw's book *Music for Fun, Music for Learning*
4. Pete Seeger's book *American Favorite Ballads*
5. some rhythm instruments (make your own), e.g., bells, drums, shakers
6. access to a piano, autoharp, etc.
7. alto and soprano recorders
8. curriculum guides
9. Singing Games guidebook
10. a love of music (everyone's birthright)

Every teacher should be aware of the incredible music series put out by General Learning Corporation called the Silver Burdett Series. Each grade has pupil books (beautiful, fully illustrated in color) of songs and activities, a teacher's guidebook (complete with ideas and suggestions for teaching), and a set of ten or twelve LP records that cover all the material in the books. I don't see how any other publisher could begin to compete with this series, as it presents a complete music course that even a musical dodo could teach. It is, of course, almost prohibitively expensive, but I feel at least one grade level should be in each school.

Although I have said some instruments are easy to play, it should always be kept in mind that any instrument requires a lifetime of study; even a virtuoso is constantly learning new things about his instrument.

Another Appendix

Some favorite quotations on the subject of music:

'He who sang his song to the wind alone shall sing it also to the spheres.'—Kahlil Gibran (inscribed on my banjo head)

'I often wonder if I walked into my grade 13 music class stark naked, raping and pillaging, if any of them would notice.'—John McDougall, head of music, Lawrence Park C.I.

'Hell is full of musical amateurs.'—George Bernard Shaw

'Music is love in search of a word.'
—Source unknown

'A good song is like a many-faceted jewel. Or a woman of many moods. Or a tool of many uses. On pages they are in a state of suspended animation. It takes singers to bring them to life. And such is their magic that they can bring fuller life to you.'—Pete Seeger

'May my song healingly
Breathe through my throat.
May my little song
Dispel from my soul
My great worries.'—Canadian Eskimo

'Take it easy, but take it.'—Old blues

Decision-Making in the Curriculum

RESOURCE MATERIALS

Ruth Marks and Julia Matthews
Instructional Materials Centre
Library, OISE

For this bibliography, decision-making is defined as a skill used in situations where uncertainty exists and choice is possible. In a society where overchoice is common, children must be trained in decision-making skills in order to control their own lives. This may be done as a curriculum, such as in the thinking programs outlined, or as a hidden curriculum in which the process of decision-making is implicit, such as in career and consumer education. Those who advocate an explicit curriculum believe that children should be provided with an opportunity to practice decision-making skills and also be given time to reflect, understand, and integrate their own decision-making experiences. Others believe that relating decision-making to a content area provides a focus for inquiry strategies. This bibliography attempts to identify instructional materials which are concerned primarily with the process of decision-making.

Further information about the materials listed may be obtained from the Instructional Materials Centre in the OISE Library.

I. Decision-Making: Curricula

Alberta. Department of Education. *Experiences in Decision-Making: Elementary Social Studies Handbook*. Edmonton, 1971. The handbook offers the teacher clarification of the Alberta social studies curriculum. It is distinguished by its values orientation and the participation of students in planning learning experiences in an effort to allow children to practice responsible decision-making.

Albertson, D.R., and C.J. Hannen. *Twenty Exercises for the Classroom*. Fairfax, Va.: N.T.L. Learning Resources Corp., 1972. The authors focus primarily on group processes, such as discovery, listening, problem-solving, decision-making, consensus-building, and leadership. The format for each 'exercise' consists of a statement of purpose, discussion of setting, outline of procedure, and an 'analysis' section to stimulate students to reflect on their experience.

CoRT Thinking: CoRT 1-5. [Developed by Cognitive Research Trust, Cambridge University. Notes by Edward de Bono.] Blandford, U.K.: Direct Educational Services, 1973-75.

This is a broadly based thinking program for use alone or in a subject area. It defines the components involved in making decisions, e.g., alternatives, priorities, consequences. The focus at all times is on process rather than content.

Ontario Institute for Studies in Education: Niagara Centre. *The Thinking Materials Resource Centre*. St. Catharines, Ont.: OISE Niagara Centre, 1975-.

The Resource Centre represents the work of the OISE Elementary School Thinking Program, a large-scale project which encompasses a variety of curricula and materials devoted to improving the intellectual capabilities of children. The programs were developed largely at OISE Field Centres and cooperatively with local and regional educators. The Project developed a General Problem Solving Model and six adaptations, one of which is a decision-making model which deals with personal and social issues requiring decisions. It emphasizes the identification and application of criteria to the selection of the most appropriate course of action. Of particular interest are the materials found in Section II of the Index and Catalogue to the Thinking Materials Centre, *School Subject Oriented Problem Solving Models* (vols. 2-15).

Note the work of F.G. Robinson and others in the development of a Real Life Model for senior intermediate grades. The materials produced deal with problems for which no strategies are available, but which require mature thinking and the ability to define criteria and rate alternatives.

See the following titles in the *Thinking Materials Resource Centre*: (1) *Real Life Model* (Lesson Plans; Student Workbook); (2) *Real Life Problem Solving: Experimental Materials for Grades 9-12* (1972); (3) *An Abridged Program of Inquiry Skills Training Built around a Decision Making Model* (on the analysis of social issues; for high school students).

A school copy of the Catalogue to the Thinking Materials Centre may be obtained free from OISE Niagara Centre, 28 Prince Street, St. Catharines, Ont. L2R 3X7.

The Productive Thinking Program: A Course in Learning to Think. [Covington et al.] Columbus, Ohio: Charles E. Merrill, 1972.

Productive thinking is defined as discovering and formulating problems, organizing and processing information, and generating and evaluating ideas. This course uses a detective story format, 'Thinking Guides'

which provide strategies, and 'Problem Sets' which allow application to 'educationally and socially relevant' topics. It is self-administering through 'Reply Booklets' and could be used in a variety of subject areas, e.g., history, biological sciences, or human relations.

II. Decision-Making: Environmental Education

Aid Committee Game. Oxfam America, Inc., 474 Center St., Newton, Mass. 02158, U.S.A. \$5.00.

Students must decide their priorities in allocating limited funds to specific development projects. The decision-making situations are drawn from twelve different countries of Africa and South America.

Allen, Rodney F., et al. *Deciding How to Live on Spaceship Earth: The Ethics of Environmental Concern*. Winona, Minn.: Plover Books, 1973.

Each chapter focuses on an issue related to environmental quality. Each issue is presented through a series of short readings. Given alternatives, students are asked to decide and then discuss the values involved in the case. For grades 7-12.

Baldicer: A Simulation on Feeding the World's People. Richmond, Va.: John Knox Press, 1970.

Participants are food coordinators for a hypothetical country and try to sustain their populations through negotiation, trading, and buying. The game encourages students to think about solutions in an economically interdependent world.

Buchanan, John, et al. *A Teacher Guide for the Course: 'Toward the Year 2000' (A Multi-Disciplinary Approach)*. Englewood, Colo.: Cherry Creek High School, 1970. One of the overall objectives of the guide is to teach the elements and process of decision-making in the context of the individual and a technological society.

Community Decisions Games. Middletown, Conn.: Education Ventures, Inc. (now available from Cardinal Printers, Wesleyan University, Middletown, Conn.).

These non-zero-sum games put participants into circumstances in which they must decide how willing they are to improve their surroundings when the facts of their varied self-interests are taken into account. The major concepts which are inherent in the game situations are: conflicts of value, conflicts of interest, consensus. For senior

high school to adult. The OISE Library has the following: *Budgets and Taxes; New Highway; New School; Open Space; Sacrifice: A Look at Our Environment.*

Distribution—Coastal Tankers. Produced by Shell-Mex and B.P. Ltd. and Bath University School of Education. London: Shell-Mex and B.P. Ltd., 1972. One of a series designed for senior high school students as an introduction to management decision-making in industry. This game involves them in planning, financing, and operating a fleet of tankers and in productivity agreement negotiations with unions. Students must weigh up evidence and make reasoned decisions.

Educational Challenges, Inc. *Energy Choices for Now: Saving, Using, Renewing; An Introduction to Energy in the Environment.* Washington, D.C.: National Education Association, 1974.

An introduction to the topic of energy in the environment for the intermediate grades. It provides 'a variety of viewpoints which will enable the student to analyse, evaluate and decide upon the energy alternatives open now and in the future.'

Environmental Decisions, Teacher's Guide. Environmental Education Unit, Ninth Grade Civics. Revised. Little Rock School District, Arkansas, 1975. Identifies problems, formulates hypotheses, considers alternatives, and makes decisions about environmental problems. Multi-disciplinary, with student-centered activities over a three-week period.

Levy, Alan, and Stephan Geissbuhler. *The Process of Choice: Introduction; What You Want; Your Resources; What You Are Allowed to Do; and How You Make Choices.* Cambridge, Mass.: M.I.T. Press, 1973.

Five booklets, designed for multilevel use, focus on the process of choice, and how choice directly and indirectly affects the quality of the environment.

Love, J.H., and P.D. McCormick. *A Simulation Game for Values: Decision-Making on Environmental Issues.* St. Catharines, Ont.: OISE Niagara Centre, 1976.

See volume 18, Thinking Materials Centre Catalogue. The student is required to apply Robinson's decision-making model to a game dealing with land use.

Metropolitan Life Insurance Company. *Exploring Your Environmental Choices: An Inquiry and Decision-Making Approach.* New York, 1974.

The materials are divided into four sections dealing with the environment of the school, home, community and nation, and the world. A decision-making model is provided which includes examination of trade-offs in generating alternatives and stresses personal choice. Secondary.

A GUIDE FOR THE TEACHER/LEADER
Exploring Your Environmental Choices
 AN INQUIRY AND DECISION-MAKING APPROACH



Project Canada West. Britannia School Project. *Inner City Project: Student Initiated Research into Problems of the Inner City.* Vancouver, B.C.: Britannia Secondary School, 1971.

For use in high school social and urban studies, the materials are 'designed to provide students with skills and knowledge required to apply the [problem-solving, decision-making] model to an urban problem of their own choosing outside the school environment.'

Wells, Jean, and Susan J. Crisp. *The Ridpest File: Decisions Pack.* Produced by Bath University School of Education and the British Agrochemical Association. Wetherby, U.K.: B.P. Educational Service.

The Ridpest File is another Decisions Pack by Bath University, but this time produced cooperatively with the British Agrochemical Association. Suitable for biology or environmental studies, it teaches decision-making as well as providing an understanding of crop protection and public health.

III. Decision-Making: Guidance

Boocock, Sarane S. *Life Career [game].* New York: Western Publishing Co., 1969. Each team represents a teenager planning and then living through eight years of life. Play involves decision-making, strategic thinking, and coalition formation. Secondary.

Career Achievement Skills Training Program. School District of Pontiac, Michigan Department of Education, 1974. Lesson plans for K-9 built around decision-making skills and career awareness.

Career Awareness: A Primary Introduction to Career Education. Burbank, Calif.: Q-Ed Publications, Inc., 1974.

For K-3. To understand self and environment in terms of career choice. Role-playing is the main teaching style.

Career Education: An Elementary School Approach. Hickory Elementary Schools, Maryland, 1972.

An integrated social studies/career education curriculum, the program aims to provide experience in decision-making skills, and personal and career awareness. The components are a booklet, an instructional guide, a teacher's guide, and a curriculum guide.

Career Education Curriculum Guide: Unit I and II for Grades K-3 and 4-6. Lee's Summit R-7 School District, Mo., 1974. The guide treats five developmental goals, one of which is decision-making skills, in terms of activities and related resource material.

A Developmental Approach to Career Guidance, Counseling and Placement: New Hampshire Guideline. Concord, N.H.: New Hampshire State Department of Education, 1974.

A developmental model is presented which is designed to integrate career-related activities into the secondary school curriculum through group approaches to involve counselor, teacher, and student in developing career-planning and decision-making skills. Section 4 includes eleven activities related to decision-making.

Educational Products Information Exchange Institute. *EPIE Career Education S*E*T*.* New York, 1975.

A comprehensive overview of career education materials produced in the United States. Volume 1 provides guidelines on how to select and evaluate career education instructional materials. Volume 2 gives short descriptive summaries of commercial and non-commercial materials for all age levels. The commercial materials, for the most part, stress personal and career awareness. Most of the non-commercial materials listed are curriculum guides from county or state sources. At the end of this section there is a useful guide to products under development. For those interested specifically in decision-making related to career education, scrutiny of this SET may be useful.

Gelatt, H.B., et al. *Deciding* (1972). *Decisions and Outcomes* (1973). Princeton, N.J.: College Entrance Examination Board. These are sequential programs that focus on decision-making processes and valuing procedures. The materials may serve as a course in decision-making, as a guidance or counseling program, as an orientation program, or as a supplement to social studies, English, or health. There are three major study units in each course. The first unit deals with values and how they form the basis for decision-making. The second unit emphasizes information-gathering and con-

sideration of alternatives. In the final unit, students consider risk-taking and decision-making strategies.

Law, William G. *Decide for Yourself*. Cambridge: Careers Research and Advisory Centre, 1973.

The author identifies eight considerations important in decision-making and applies these to eight kinds of decisions. The student is asked to make distinctions between considerations which attach internally and those which attach externally to his circumstances. Secondary.

Rettig, Jack L. *Careers: Exploration and Decision*. Englewood Cliffs, N.J.: Prentice-Hall, 1974. Text and teacher's guide.

A useful book for the student in helping him to develop self-awareness and to provide him with practical information about occupations and the world of work. Chapter 9 presents the decision-making process and a system for evaluating occupational choice.

Stanek, Muriel, and Joseph Gehrman. *Careers for All [series]: Alike and Different; Plans and the Future; Interests and Choices*. Westchester, Ill.: Benefic Press, 1974.

Plans and the Future covers decision-making skills.

The World of Work: A Curriculum Guide for Grades One through Twelve. Leah J. Pointer, ed. New Orleans, La.: Educational Systems Development Corp. and Orleans Parish School Board, 1971.

A curriculum guide which provides occupational information and career decision-making skills for grades K-12. One of its major purposes is to give students experience and training in decision-making.

IV. Decision-Making:

Personal/Political/Social Issues

Berlak, Harold, and Tim Tomlinson. *People/Choices/Decisions*. New York: Random House, 1973-75.

The three units in this program are designed to help children deal with change and conflict in their personal, social, and political lives. The first, 'A Village Family,' revolves around the decision of a rural Mexican family to move to a city. The second unit, 'One City Neighborhood,' is concerned with the effects of urban renewal in West Boston. The third, 'Changing Neighborhoods,' involves a middle-class family's dilemma: should they move from the inner city to the suburbs? The materials are multimedia and interdisciplinary. Grades 4-6.

Dinkmeyer, Don. C. *DUSO: Developing Understanding of Self and Others*. Circle Pines, Minn., American Guidance Service, Inc., 1970-73.

For grades K to 4. The title indicates the content emphasis. Each kit contains eight units, of which the eighth, 'Understanding Choices and Consequences,' is especially

relevant. (Activities make use of listening, inquiry, and discussion through role play, puppets, and music.)

Eisenberg, J., and H. Troper, eds. *Canadian Critical Issues Series*. Toronto: Ontario Institute for Studies in Education and General Publishing Co., 1972-.

This series grew out of the Canadian Public Issues Project at OISE. Based on actual events, the books are in case-study format followed by questions and analogy situations designed to stimulate reflection and discussion about the broader issues raised by specific cases and to develop those skills needed for the analysis, discussion, and resolution of social conflicts. Each book contains a bibliography of references and resource materials in print, on film, and on tape. Further titles are in preparation. For more information about the project's approach, see:

Levin, Malcolm A. 'Analysis of Public Issues: An Interdisciplinary Focus for Canadian Studies.' *Canadian Journal of History and Social Sciences* (November 1969), 1-13.

Eisenberg, John A. 'A Problems Approach to Social Studies.' *Canadian Journal of History and Social Sciences* (March 1970), 9-15.

The OISE Library has the following: *Crisis in Quebec; Don't Teach That; Foreign Ownership; Issues in Cultural Diversity; The Law and the Police; Native Survival; On Strike!; The Right to Live and Die; Rights of Youth; Women in Canadian Society*.

Foreign Policy Association. *Dangerous Parallel: Decisions and Consequences in a World Crisis* [game]. Glenview, Ill.: Scott Foresman, 1969.

For high school to adult. The purposes of this game are to give students an opportunity to carry out many of the functions of a nation's top-level decision-makers and to help them learn to define national goals, make analyses and recommendations, and estimate the consequences of decisions.

Great Britain. Schools Council. Integrated Science Project (SCISP). *Patterns*. London: Longman, 1973-.

This three-year program is concerned with the sociological implications and technical applications of science. It involves a continuous search for patterns which are important to scientists and uses them to solve problems of a practical and theoretical nature. See, for example, *Science and Decision-Making* (Year 2, Patterns 2, Topic Book 2) in which six case studies are chosen to illustrate decisions which must be taken without sufficient information and on the balance of probability.

Greenblat, Cathy S. *The Marriage Game: Understanding Marital Decision Making*. New York: Random House, 1974.

Participants cannot avoid making decisions and must do so on the basis of incomplete information, constricted by time limits and



with only partial understanding of why their previous decisions produced the consequences they did. Secondary.

Kalant, Harold, and O. J. Kalant. *Drugs, Society and Personal Choice*. Toronto: Musson, 1971.

The authors are associated with the Addiction Research Foundation. Their book is 'designed to help people arrive at fully-informed, balanced, reasonable decisions about drugs.'

Koeninger, J. G. *Human Relations Games, Book 1*. Columbus, Ohio: Distributive Education Materials Laboratory, n.d.

Four games related to the development of human relations skills are presented. The second emphasizes skills in goal-setting for individuals and groups. The fourth provides participants with an opportunity to identify the principles of group consensus making. Performance objectives and procedures are specified in detail. Secondary.

Levin, M. A. and J. A. Eisenberg. *Dilemma*. Toronto: Holt, Rinehart & Winston, 1971.

The authors describe the aims: '(1) to provide a starting point for students and teachers in exploring their own feelings and general attitudes about certain social problems, and (2) to serve as vehicles for developing discussion skills which distinguish a productive dialogue from ordinary conversation.' The purpose is not to arrive at an answer or to solve a problem but to keep issues and debate open. Secondary.

Micklejohn, P. H., comp. *People and Change: Family Management; Selected Sources*. Toronto: McClelland and Stewart, 1973.

This book contains a 'map' of home management which requires decisions in goal- and standard-setting and assigning resources. Secondary.

New Dimensions in Education, Inc. *The Name of the Game: Professional Notebook*. Plainview, N.Y.: 1968.

A high school language arts program originally designed for inner-city students, *The Name of the Game* consists of a series of stories and other materials. Students are required, through small-group discussions and other assignments, to solve the problems the stories present. These range from general themes to personal issues such as aggression and apathy. The notebook contains 'expositions' of thirty lessons and strategies for the uses of the various components of the program.

North West Curriculum Development Project. *Social Education*. Basingstoke, U.K.: Macmillan, 1972-. *Myself: Domestic Studies*. Edinburgh: Holmes McDougall, 1972-.

The North West Curriculum Development Project was established in 1967 to develop materials for 14-to-16-year-olds in England who would be remaining in school as a result of the raising of the school leaving age. A primary objective of the project was to involve students in areas of study which would help them as individuals in society, one aspect of which is the need to form considered opinions and exercise choice. *Social Education* is a two-year program dealing with responsibility and freedom. *Myself: Domestic Studies* is a home management and personal awareness program.

Senesh, Lawrence. *Our Working World*. Chicago: Science Research Associates, 1967.

A K-6 multidisciplinary curriculum based on economics and including law and the humanities. See Lesson 13, part II, 'How Neighborhoods Solve Problems.'

Suffolk County, New York. Organization for the Protection of Education. *Narcotics and Drug Abuse*. Farmingdale, N.Y.: International Education and Training, Inc., 1970-.

Book II, 'Decision,' takes the form of a narrative interspersed with questions. There is an appendix of facts for student use. Grades 5-8.

The Schools Council/Nuffield Humanities Project. *War and Society: Teacher's Box*. London: Heinemann Educational, 1970-.

The Project's aim is to 'develop an understanding of social situations and human acts and of the controversial value issues which they raise.' The Introductory Handbook trains teachers in discussion skills, especially in dealing with issues in which opinions conflict and diverge.

War and Society is one of the packs in which the decision-making aspect of an issue is most readily apparent: self-interest can be in direct conflict with the national interest or that of other people and nations. The materials chosen for the pack are deliberately particularized in order to help students understand other people's decisions and to become aware of their

moral and political responsibilities as young adults. The two World Wars, nuclear arms, and Vietnam are the topics illustrated in the diversity of media presented for discussion.

The Project also includes the following titles: *Education; The Family; Law and Order; Living in Cities; People and Work; Poverty; Relations between the Sexes*.

Shaver, J. P., and A. G. Larkins. *The Analysis of Public Issues Program: Decision Making in a Democracy*. Boston: Houghton Mifflin, 1973.

The program consists of a set of concepts considered necessary for analysis of public issues, plus materials and suggestions for teaching these concepts. The emphasis is on clarifying language, facts, and values in arriving at decisions. Although discussion and inquiry are emphasized, there is no commitment to any one strategy, but rather an attempt to gear the teaching style to the concept(s) being taught. The authors believe that controversial social issues are ethical in nature and that social studies is that part of the curriculum concerned with educating citizens for political participation in a democratic society.

The OISE Library has the following Problem Booklets and Teacher's Guides, plus an Instructor's Manual and AV Kit: *The Police and Black America; Progress and the Environment: Water and Air Pollution; Race Riots in the '60's; Students' Rights; Women—The Majority-Minority*.

World Affairs Council of Philadelphia. *Simulation: The Decision Making Model* [game]. Philadelphia, n.d.

The purpose of this version of Foreign Policy Making is to help participants gain insights into the complex procedures of international relations, and to introduce them to analytical tools to use in evaluating foreign policies in the real world. Why a certain decision was made is the focus. For senior high school.

Yount, David, and Paul Dekock. *Balance: A Simulation of Four Families Caught in Ecological Dilemmas*. Lakeside, Calif.: Interact, 1970.

A simulation of the value conflicts: economic-social values versus ecological values with decision-making implicit in the process of gaming.

Zelmer, Amy. *Life Skills: Female Images*. St. Paul, Minn.: Instructional Simulations, 1972.

An involvement-learning exercise focusing on exploration, inquiry, and decision-making on matters of female identity. The problem-solving component deals with identity management in which the individual can resolve her problems and express her own identity.

V. Decision-Making: Values and Moral Education

Alschuler, Alfred S. *The Origami Game*. [Adapted from materials developed by the Achievement Motivation Development

Project, Harvard University.] Middletown, Conn.: Educational Ventures, 1970.

This game provides direct experience of achievement-planning, goal-setting, and decision-making. Each player becomes president of a large manufacturing company which makes vehicles and structures for space exploration. Intermediate to secondary.

Castell, J.D., and R.J. Stahl. *Values Clarification in the Classroom: A Primer*. Pacific Palisades, Calif.: Goodyear Publishing Co., 1975.

The authors maintain that values clarification enhances decision-making ability. A number of examples are designed to communicate to students how they can analyze the positive and negative consequences of a range of choices prior to the making of a decision.

Educational Research Council of America. Child-Educational Psychology Program in Mental Health and Human Behavior.

The goals of this program are: (1) to help school personnel to deepen their understanding of student behavior and to apply this knowledge in the classroom, and (2) to develop a program of education in human behavior and potential. The materials developed for the latter program rely heavily on the handbooks created for the teachers for Part I, and duplicate some of its content in the Readings which accompany the program. Includes:

Learning to Decide. Cleveland, Ohio: Educational Research Council of America, 1973-74. Levels 1-3 (grades 4-6).

Values and Decision Making Program. Cleveland, Ohio: Educational Research Council of America, 1975. Levels 4 and 5 (grades 7-10).

The basic premise of *Learning to Decide* (the elementary level) and *Values and Decision Making* (the secondary level) is that one must understand human behavior in order to deal with it. Students examine realistic social conflict situations, probe the causes and consequences, think through alternative solutions, and make moral decisions based on their new knowledge. The process of thinking through situations with due regard to the motives, goals, and resources is the enabling method for decision-making. The elementary level includes a Teacher's Course Book and Readings in Human Behavior for each of grades 4, 5, and 6. The secondary level adds to these learnings an examination of the values of contemporary life, how they are obtained and how they affect the kinds of decisions one makes.

Elder, Carl A. *Making Value Judgements: Decisions for Today*. New York: Charles E. Merrill, 1972.

The author provides guidelines for clarifying values and making decisions, emphasizing self-awareness as well as decision-making skills. Illustrative issues include drugs, crime, and alcohol, presented in case study form. Decision-making

exercises are included. Grades 7-12.

Ontario Institute for Studies in Education. Moral Education Project.

The primary aim of the Project is to stimulate children's moral development by involving them in a process of decision-making through conflict resolution. Based on Lawrence Kohlberg's cognitive-development view, the Project uses the principled approach to discussion. Questions of ethics and morals are raised naturally and students' personal decisions are made reflectively. The Project does not produce instructional materials for the classroom but rather is concerned with helping teachers formulate programs and methods of stimulating moral growth. Among the Project publications are:

Beck, C. *Moral Education in the Schools: Some Practical Suggestions*. Toronto: OISE, 1970.

Pagliuso, S. *A Workbook: Understanding Stages of Moral Development*. Paramus, N.J.: Paulist Press, 1976.

Shaftel, Fannie R., and George Shaftel. *Role-Playing for Social Values: Decision Making in the Social Sciences*. Englewood Cliffs, N.J.: Prentice-Hall, 1967.

This book reflects over twenty years of research and materials developed by the authors, who see role-playing as a decision-making process. Among helpful guidelines for the teacher, there are problem stories which represent conflicts of interest in which players face alternatives from which to choose and about which they must make individual decisions.

Spence, Garry, and Paul Robinson. *Values Decision-Making*. St. Catharines, Ont.: OISE Niagara Centre, 1975.

Designed to develop the values dimension of decision-making, this program consists of a teacher's manual and four support booklets: (1) *Becoming Aware of My Values*; (2) *Sorting Out My Values*; (3) *Making Value Decisions*; and (4) *Content Materials Related to French Canada*.

The first two booklets deal with values clarification skills and moral dilemmas, leading up to the development of a decision model in booklet 3. The values and content component are integrated in booklet 4. For use in intermediate social sciences.

Unitarian Universalist Association. Department of Educational and Social Concern. *Moral Education Curriculum*. Boston: Beacon Press, 1968-.

Nine multimedia curricula have been developed, based on the values-resolving process of making moral judgments. OISE Library has: Clyde Dodder and Barbara Dodder, *Decision Making*. This, the first unit, teaches children to become aware of moral situations and helps them to develop a framework in which to clarify and resolve value decisions. The techniques learned in this unit are then used in other units, but the approach is undogmatic. For ages 9 to 12.



Oktoberfest! This word has real meaning for the students of Sir Alan MacNab Secondary School, Hamilton. At this school there are three classes of grade 10 German, two grade 11, and one grade 12. Every fall sees, for these students, the culmination of a series of meaningful co-curricular activities that give to the students an empathy with their subject.

Planning for Oktoberfest starts in the spring with special committees for fund raising (sale of German food and silk-screened T-shirts), decoration, music, dance, and food.

On the day of Oktoberfest the students of the German classes and the staff of the school enter a cafeteria decorated with large papier-mâché beer steins, festival heads, and coasters for the tables. The food committee has prepared wurst, sauerkraut, German potato salad, dill pickles, rolls, apfelstrudel, and various tortes.

A group of music students have formed a small German band and have scored music for singing, dancing, and listening. Songs include 'In München steht ein Hofbräuhaus,' 'Ein Prosit der Gemütlichkeit,' 'O du lieber Augustin,' and 'Du, du liegst mir im Herzen.' Polkas and authentic folk dances predominate. During the hearty festivities Herr and Fraülein Oktoberfest are chosen by lot and lead a grand march. Small German gifts are given as door and draw prizes.

The bake sale and sale of hand-screened T-shirts act as advertisers as well as fund raisers. Part of the promotion is tastefully done by well-decorated show cases of German posters, crafts, and München Oktoberfest artifacts. This display is prepared by the students of marketing at the school.

The cooperation of the Moderns department with the Art, Physical Education, Commercial, and Music departments ensures good interdisciplinary standards in this cocurricular activity. One of the by-products is an interested group of students and an active German language program in the school.

The principal of Sir Alan MacNab Secondary School is Robert Leadale. Moderns Head is John Hill, and the assistant head is Anne Brooks, both of whom are responsible for the Oktoberfest activities.





New Directions for Canada Studies

Paul Gallagher, Director
Canada Studies Foundation

In no curriculum area has development been more apparent in recent years than in Canadian Studies. Teachers' associations, school boards, departments of education, commercial publishers, and a variety of organizations such as the Canadian Foundation for Economic Education and the Canada Studies Foundation have made substantive contributions to the field. New courses have been developed, new teaching strategies have been designed and tested, new learning materials have become available. A network of teachers experienced in new approaches to the study of Canada has been established, and its members are available as consultants to their professional colleagues in most parts of the country. Teacher educators in increasing numbers have given tangible evidence of sharing in improving the quality of studies of Canada. The number of professional journals featuring Canadian Studies has shown a marked increase. In a very real way, the evidence suggests that a number of teachers throughout the country have brought a new perspective to their teaching about Canada and are actively engaged in creative curriculum development.

At the same time, it would be an overstatement to claim that most teachers in Canada have been touched in any significant way by these new developments. A variety of factors contribute to this. Many teachers do not have the education or support to engage in such activity, and some would like to become involved but pressures of other commitments make such involvement virtually impossible. Two fac-

tors, however, appear to play particularly important roles in restraining the breadth of the movement.

One is that most of the newly developed curriculum materials are simply not available to teachers; the teachers can rightly claim that curriculum change cannot be expected without access to supporting materials. School boards, for example, sponsor curriculum development work but do not have the resources or mandate to make the results available beyond their own jurisdictions. Foundations support curriculum materials development but have as yet been unable to make their work as broadly accessible as teachers would like. Commercial publishers in Canada still face major difficulties of quick and economical distribution.

The second factor is the lack of general agreement in Canadian education with respect to the nature and scope of such studies. Interpretations of what these studies are and their relationship to other subjects or disciplines vary widely. As a result, much of the curriculum development activity appears to operate at cross-purposes rather than in a coordinated fashion, and again many classroom teachers are faced with conflicting messages not calculated to encourage them to make concerted efforts to share in an upgrading of learning about Canada.

It now seems timely to attempt to confront these two questions—accessibility of good new curriculum materials, and

consistency in description of the nature and scope of school studies of Canada. If general agreement of the character and objectives of these studies in elementary and secondary schools could be achieved, and if priority could then be given to the development and the economical distribution of learning materials that support the common objectives, the prospects for a massive improvement of studies of Canada would then be most attractive.

Canada Studies and Canadian Studies
Canadian Studies has for some years been used as a generic term, usually to identify any course, unit, or area of study whose content focus has been Canada or any part of Canada. Indian Studies for British Columbia students, a study of urbanization in Alberta, a unit on the Métis in Manitoba high schools, an analysis of local governments in Ontario, French Canadian Literature in Quebec schools, a case study of resettlement in Newfoundland, folk customs in Prince Edward Island—all are examples of what have been called Canadian Studies. None, however, is necessarily Canada Studies.

The distinction I am making between Canadian Studies and Canada Studies is one not of content but of orientation. Those studies whose objective is to help students to know and understand Canada *as a totality* are properly 'Canada' Studies. Those studies that focus on a part of Canada or a period in Canada's past are properly 'Canadian' Studies.

For example, a study of nineteenth-century relations between Upper and Lower Canada is a 'Canadian' study if the topic is pursued for its own sake; it would

be a 'Canada' study if its purpose is to help students understand the context within which current French-English relations developed. A study of the economy of Fredericton would be Canadian Studies if it were undertaken in New Brunswick for the purpose of helping New Brunswick students to understand their own province more thoroughly; it would be Canada Studies if it were undertaken for the purpose of helping students understand some aspects of urbanization and the impact of technological development on urban economies in Canada. Collectively, Canada Studies should help students to understand and appreciate Canada and should encourage nationwide understanding and respect; Canadian Studies may have either broader or more limited objectives and orientation.

Another essential feature of Canada Studies should be noted: they should be issues-oriented. It is possible, according to the experience of many teachers, to do a lengthy and detailed historical and geographical study of Canada over several school years and still not come to 'know and understand Canada.' It has not been unusual for students to study Canada three or four times through the elementary and secondary years and end up with the impression that Canada is dull, boring, and irrelevant to their real concerns. More and more teachers (and students) are now demonstrating that inquiry into issues of national and international importance—the study of continuing Canadian concerns—can be quite the opposite; such a study for a gradually increasing number of students throughout Canada has been lively, vital, and directly related to their own interests.

Canada Studies, climaxed by an open examination of those issues that have been of perennial concern to Canadian society, have been shown to be a most effective form of civic education—education for participative Canadian citizenship. Issues arising out of Canada-U.S. relations, the rights of native peoples, exploitation or conservation of resources, bilingualism and multiculturalism, and the impact of technology on Canadian society are but a few examples of areas of continuing Canadian concern that are real, that touch the personal lives of students throughout Canada, and that—when explored in their historical perspective and with consideration for their future implications—will truly help students to understand their country.

Perhaps the most critical determinant of Canada Studies, as distinct from Canadian Studies, is the emphasis on the essential relationship between these continuing Canadian concerns and what is referred to as 'the basic features of Canada.'

It is fundamental to the Canada Studies view of how young people should learn about their own country that the continuing Canadian concerns be seen in relation to those features of Canada that, in combination and interrelationship, make Canada distinctive (in the same sense that every nation state is distinctive).

It has not been unusual for students to study Canada three or four times through the elementary and secondary years and end up with the impression that Canada is dull, boring, and irrelevant to their real concerns.

As identified by the Canada Studies Foundation and its consultants from coast to coast, the major basic features are:

1. Canada is a vast, regionally divided, and very diverse country.
2. Canada is an exposed country, open to a multitude of external economic, political, and cultural influences.
3. Canada is a country with a northern geographic location and a broad natural resource base composed of both renewable and non-renewable resources.
4. Canada is an industrialized, technological, and urbanized society.
5. Canada is a multi-ethnic country with two predominant linguistic and cultural groups.

These features, interacting with one another, create a complex set of forces that have profound effects on all aspects of life in Canada. It is for this reason that all students should, in the course of their studies of Canada, have full opportunity to identify these features, to examine their interrelationships, to grapple intellectually with their consequences, and to examine issues in the context they define.

It is recognized, of course, that individuals and groups are able to redirect some of these complex forces and to influence their effects on Canadian society. Nevertheless, the basic features, directly or indirectly, impose not only strong limitations within which Canadian public opinion and governmental policy are formed but also powerful constraints upon those who wish to influence the directions Canadian society might take.

One cannot, for example, understand issues or concerns related to Canadian multiculturalism except in relation to both regional differences within the country and the historic reality of Canada's two predominant linguistic groups. Equally, one cannot understand issues related to Canada's economic development except in relation to its broad resource base, its technological development, its urbanization, its regional divisions, and its exposure to non-Canadian economic influences.

In summary, effective education for participative citizenship in Canada requires the study of such issues, which are national and international in scope and ramifications; students examining them will be encouraged to inquire into the relationships between the issues and the distinctive characteristics of Canada.

Organizing the Study of Canada

Although all students in Canada should have opportunities to undertake Canada

Studies of the type described above, there is not necessarily any ideal curriculum pattern. If we take the view that orientation and objective rather than content are critical, Canada Studies are adaptable to the variety of curriculum structures already in existence.

Provided that the curriculum gives pre-dominance to issues of significance to all Canadians, that these issues are explored by students in relation to Canada's basic features, that these issues are examined in their past and future as well as current settings, the organization and sequence of studies is of less consequence. There is no need for a national curriculum in the sense of a common fixed sequence of curriculum content.

On the other hand, it has been the emerging experience of many teachers that some curriculum patterns are more effective than others. It also seems true that many teachers now enjoying considerable curriculum freedom would value a content structure for Canada Studies that could be applied anywhere in Canada. As well, Canada Studies could have a more significant impact on students if the content structure were organized in a coordinated fashion from the earliest grades through senior high school. A common complaint of students—that the study of Canada is 'the same old stuff over and over again'—could be effectively countered if there were general agreement in the schools about Canada Studies at various grade levels. Finally, the production and distribution of good learning materials for all grade levels would be greatly facilitated by consensus on a general sequence from the earliest grades to senior high school.

Canada Studies in Elementary School

It is proposed that the first stage of Canada Studies should be directed to developing the child's personal identity with his own locality, his own neighbors, and with Canada as a totality. Accordingly, songs, stories, and legends of Canada and of parts of Canada should form an integral part of the curriculum content of these grades so that very young children might come to identify themselves, and other people and places they have yet to see, as 'Canadian.'

The current practice in these grades of introducing children to their own milieu as their initiation into how groups and societies function should continue. Equally, the introduction of children to life in communities far away in time and place should continue, because it is by comparison and analogy that children come to understand their own communities, including Canada.

The underlying theme in the primary grades should not be chauvinistic; rather, children should be helped to appreciate that all peoples have the same basic needs but that they satisfy these needs in different ways. It is in this way that a later study of Canada's cultural composition, for example, can be realistic and positive rather than a survey of a strange and arbitrary jumble of

quaint people with curious customs.

Such an introduction to Canada Studies, with a strong emphasis on affective objectives, should lay an important foundation for more expanded and more cognitive objectives in later elementary years, as well as respond to the legitimate learning interests of children.

In the upper elementary years (grades 4-6), all children in Canada should have opportunities to learn about Canada's basic features, as presented earlier, and to reinforce their own identity with Canada as a totality and with Canadians in other parts of the country. While these learnings might well be achieved through studies of Canadian geography, history, literature, and the arts, a thematic rather than disciplinary curriculum organization approach could well be more effective.

In either case, children should learn about the basic features of Canada and should begin to appreciate the interrelationships among them; they should not see them as a succession of separate characteristics but rather as a functionally integrated grouping of characteristics that gives Canada its particular character.

Concurrently, introduction to the literature and arts of Canada, as concretely as possible through the use of personnel and resources of museums and galleries and other cultural agencies, should help students to learn what they share with other Canadians and how and why they differ in important aspects of life.

Local studies and studies of other societies in these grades, as well as Canada Studies, would be desirable; learning about immediate and distant environments should strengthen learning about Canada.

Canada Studies in Junior High School

With a background of a growing sense of personal identity as a Canadian and an initial understanding of the Canadian environment through an examination of Canada's basic features and their interrelationships, the junior high school study of Canada should center on an examination of Canada's political and economic systems and their relationship to this environment.

A study of Canada's 'political and economic systems' should not be interpreted in the narrow sense of 'civics,' which commonly places emphasis on the structures of governments with little attention given to the ways in which governments really function. The study should go beyond descriptions of structures; it should provide students with opportunities to relate current structures to their origins, to understand the origins of significant social institutions, to learn how public opinion is formed, to examine electoral processes and the functioning of political parties, to study federal-provincial relations and to see these in relation to municipal government, and to learn the fundamental characteristics of the Canadian economy.

Such a study might best be undertaken in the context of 'Patterns of Western Tradition,' enabling students to see similarities

and contrasts among British, French, American, and Canadian political and economic systems as different responses to common societal needs, with the differences growing out of different societal characteristics. Differences between Canadian and American systems of government, for example, are critical to an understanding of the nature and functioning of both societies but are now confused for most Canadians as a result of their media exposure to American cultural influences.

... it is not only educationally legitimate but highly desirable to take every occasion in all school subjects to use Canadian examples and make reference to the Canadian experience in all curriculum areas.

It is also in these years when Canadian literature and the arts can play a particularly forceful role in expanding social awareness. This is not to suggest that Canadian literature should be used or manipulated to reinforce social science perspectives; on the contrary, in their own right Canadian literature and arts say much in their own ways about the Canadian experience and should help to balance the more restricted but essential study of Canada's governmental systems.

In these as in other school years, it is not only educationally legitimate but highly desirable to take every occasion in all school subjects to use Canadian examples and make reference to the Canadian experience in all curriculum areas. While it is true that there is no uniquely Canadian mathematics or science or business education, it is equally true that Canadian experience in every branch of learning is real and that Canadians have made distinctive contributions to the storehouse of human knowledge and achievement in a great variety of fields, including engineering, medical science, business technology, and the arts. On the one hand, to use these contributions in a nationalistic way would be characteristically un-Canadian; to ignore them, on the other hand, would be to deprive students of powerful influences on their own self-esteem.

Canada Studies in Senior High School

If all students in Canada were to understand Canada's environment and political and economic systems by the end of the junior high school years, it would be feasible for them then to study in a coherent way Canada's continuing concerns—the public issues and questions of sufficient magnitude to arouse the interest and demand the concern of Canadians wherever they might live. And this is what is proposed as the nucleus of Canada Studies in senior high school years.

The universal character of this proposal—that all senior high school students in Canada should have the opportunity to study public issues—appears to run

directly into administrative realities associated with the credit systems in use throughout the country. To the extent that this is in fact the case, the question really reduces itself to one of educational priorities: is the opportunity to develop a sense of social identity and to acquire an understanding of the operation of one's own country the right of all students in Canada?

I hope many students in high school will have opportunities to go well beyond this core. More traditional studies in a variety of disciplines have a legitimate place within the optional course array available in most schools, and some students will continue the study of Canada beyond the high school level. The argument here is that every student should have at least the opportunity to build identity with Canada (as well as a part of Canada and with people throughout the world), to understand the nature of Canadian society, to study the functioning of this society and its institutions, and to apply these learnings to an inquiry into issues that have consistently arisen in different forms throughout Canada's past and that promise to recur in the future.

Conclusion

Such a pattern of Canada Studies, flexible in content but consistent in objective through the school years, does not guarantee responsible, participative citizenship of all Canadians. It should, however, help students to find renewed and genuine meaning in the study of their own country, to value the diversity of Canada, and to appreciate the values, viewpoints, and concerns of other Canadians throughout the country.

Most important, it must enable students to recognize that general agreement on public issues in Canada, as in other democratic societies, is not the normal course of events—public issues imply controversy and tension that require understanding action for constructive resolution. These issues and the resulting social tensions should be seen as the challenges facing Canadians; their effects on individual Canadians and on Canadian society in its totality will be positive or destructive depending upon the commitment, knowledge, and wisdom of Canadians in confronting them.

The recent 'language of the air' dispute illustrates most graphically the need for such an approach to the study of Canada. The existence of divided interests and priorities among Canadians could hardly have been more apparent; the reality of social dislocation and Canada-wide stress was forcefully evident; the interrelationship of forces at play was such that air safety and language of communication could barely be separated. Yet public debate on this issue frequently bordered on the irrational. Understanding of the basic nature of Canadian society and of the functioning of our social and political institutions was clearly lacking throughout Canada. More constructive approaches to the resolution of such issues, which affect all Canadians, is a legitimate objective for Canada Studies of the future.



Melvyn P. Robbins
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In May 1972, Michael Kopchuk's school board ordered him to switch the language of instruction in his Industrial Arts classes from English to French by the following September. He was not proficient to teach in French; nor did he feel that he could acquire the necessary skills within four months. Mr. Kopchuk was fired.

Other than his inability to instruct in French, his qualifications were unquestioned. He had seven years of teaching experience with his school board.

Mr. Kopchuk appealed his dismissal to a Board of Arbitration. This board is a three-person tribunal that has been established as a means of affording teachers a measure of job security and protection from arbitrary dismissal. Its members review the circumstances surrounding the termination of a school teacher's contract; and after weighing the facts and considering the law, they may reverse the dismissal. These tribunals exist throughout Canada and are alternately known as boards of reference or boards of conciliation.

In this case, the Board of Arbitration stated 'that the action of the school board was neither reasonable nor equitable and that the teacher had been treated unfairly in this situation' (p. 7).¹ Yet, the Board of Arbitration felt that under the law it had no choice but to uphold the termination.

Mr. Kopchuk took his case to the Manitoba Court of Appeal. This Court upheld the dismissal, and by so doing they also upheld the historical management right of a school board to make curriculum changes even if those changes place the duties of a teacher 'beyond the capacity of the teacher to carry out the work assigned to him' (B. of A., p. 6).

In other words, the rights of a school

board in regard to curriculum change override the rights of teachers to teach within their existing competencies and qualifications and override as well most of the protection supposedly provided by Canadian teacher tenure laws. The only limitation placed on the exercise of this particular management right is that the school board must act without malice and within the scope of its legal authority.

Thus, Manitoba school boards and those in provinces with similar legislation can place a teacher in a position of having to instruct in French in order to retain a teaching position. The reasonableness of such a demand and the practicability of a teacher's learning French to the necessary level of proficiency are not considered.

This introduction is followed by a statement of the events that led to Mr. Kopchuk's dismissal. Under the heading 'Legal Reasoning,' an analysis of how the Court of Appeal set about its task is presented. The analysis serves as a brief introduction to judicial reasoning. The relationship between fairness and the law is considered in the next section and presents some of the ideas that underlie the Canadian legal system. Ways in which a test of fairness may be added as an appropriate standard in teacher dismissal cases is one of several matters in the section 'In My Opinion.'

Events

Mr. Kopchuk was employed by the St. Boniface School Division No. 4 in 1965 under the contract prescribed by statute. This contract contains several conditions under which it can be terminated. Procedurally, the school division is required to give one month's written notice for a June 30 termination. It is also required, on request, to give the reason for termination.

The contract requires the teacher to

FIRE!

The Michael Kopchuk Case

'teach diligently and faithfully and to conduct the work assigned by and under the authority of the said district during the period of this engagement, according to the law and regulations in that behalf in effect in the Province of Manitoba, and to perform such duties and to teach such subjects as may from time to time be assigned ...' (p. 2).² [Italics added.]

Mr. Kopchuk was nearing the completion of his seventh year of service with the school division when he received the following letter, dated May 24, 1972, from Mr. Gerald R. Green, the Acting Superintendent (C. of A., p. 3):

'Course registrations are now complete for students taking Industrial Arts at Louis Riel. After calculating the number of French classes from Provencher, Tache, Le College, La Certe and Louis Riel, it has been decided that Industrial Arts teachers at Louis Riel and Provencher will be required to teach their courses in French beginning in September.'

'Since this change affects your teaching assignment, would you please advise me by Friday, May 26 if you are prepared to teach the program with French as the language of instruction in September of 1972.'

'I await your reply.'

Although he spoke some French, Mr. Kopchuk felt that his mastery of that language was not sufficient to teach a technical course. He also felt that the four-month interval between May and September was not enough time to bring his French up to the necessary standard; he was, however, willing to increase his proficiency in order to eventually offer the course in French. Mr. Kopchuk therefore sent the following letter to the school division on May 26 (C. of A., p. 3):

'I acknowledge your letter of May 24th,

1972, whereby you require me to advise you not later than May 26th, 1972, as to whether or not I am prepared to teach the Industrial Arts Course, which I have been teaching for 7 years in your School Division, in the French language. I am not so prepared as I am not sufficiently fluent in the French language. Therefore, it is my intention to report for work next September in accordance with the terms of my contract and teach the course as I have in the past.

'I would like to add, however, that I recognize the desire of your Board to have this particular course taught in the French language and therefore I can advise you that I will do my utmost to become sufficiently proficient in that language to teach the course.'

The response from Mr. Green, on May 29, was short and to the point (C. of A., p. 4):

'Your letter of May 26, 1972 advises that you are not prepared to teach the Industrial Arts Course at Louis Riel and Provencher in the French language commencing September 1972. The School Division's program for the next school year requires that French be the language of instruction for that course.'

'I regret to advise you, therefore, that your contract is terminated as of June 30, 1972.'

Mr. Kopchuk requested a more detailed explanation of the reason for his dismissal. Mr. Green, in response, merely quoted the first paragraph of his May 29 letter.

On June 5, after consultation with the Manitoba Teachers' Society, Mr. Kopchuk requested that a board of arbitration be established to review his dismissal.

The Manitoba statute requires a board of arbitration to determine 'whether or not the reason given by the school board for terminating the agreement constitutes cause for terminating an agreement' (B. of A., p. 2).

Thus the ultimate question before the tribunal and subsequently before the Court of Appeal was: Does the reason for the dismissal as advanced by the school division in the letter of May 29—'you are not prepared to teach ... in the French language commencing September 1972'—constitute *cause* for terminating the contract?

The Board of Arbitration said yes to this question and thus resolved the issue in favor of the school division. However, they were not pleased with the treatment afforded the teacher, as indicated by the last paragraph of their judgment:

'Quite frankly, as indicated above, were it open to this Board to consider this matter on a broader basis, this Board would have been forced to conclude that the teacher had been treated unfairly in this situation. In our opinion, it is neither reasonable nor equitable to place a teacher with the long service and otherwise unquestioned qualifications of Mr. Kopchuk in the position of

having to learn a second language, namely French, in such a short period of time in order to retain his employment. Unhappily, however, the Section [of the statute] does not leave it open to the Board to rule upon these matters' (B. of A., p. 7).

Mr. Kopchuk appealed to the Manitoba Court of Appeal, which upheld the decision of the Board of Arbitration.

In the next section the steps typically followed by an appeal court in reviewing a dismissal case are discussed. Historical background material is also provided.

Legal Reasoning

The decision of the Board of Arbitration was reviewed by the Manitoba Court of Appeal, the highest court in Manitoba. The only court empowered to review its decision is the Supreme Court of Canada.

The issue before the Court was whether or not the Board of Arbitration acted properly in denying Mr. Kopchuk's appeal. This Court does not hear new evidence. Rather its approach is to review the evidence that was placed before a board of arbitration, to study that board's decision, to listen to and weigh the relative strengths of the legal arguments that are advanced by the lawyers for the contending parties (in this case the teacher and the school division), and then to issue a decision. Although it is the board of arbitration's decision that is under consideration, the board is not represented before the Court of Appeal.

The Court had first to decide if it and the board of arbitration before it had the authority or jurisdiction to hear this case. The lawyers for both sides agreed that jurisdiction existed and the Court concurred.

The Court next had to determine if the notice of termination was legal. The standard individual teacher's contract in Manitoba provides four methods by which the contract can be terminated, any one of which would be sufficient for a legal termination. One of these is:

'By written notice given at least one month prior to the 31st of December or the 30th of June terminating the contract on the 31st of December or the 30th of June, as the case may be but the party giving notice of termination shall, on request, give to the other party the reason or reasons for terminating this agreement' (C. of A., p. 2).

Under this method, two conditions had to be met: (1) written notice one month prior to June 30 and (2) reasons for termination supplied if requested. Both of these conditions had been met, and so the Court was satisfied that the proper procedures were followed. The Court could now turn to the question of *cause*.

Was the school division's reason for dismissal consistent with the law?

The relevant rules of law can be found in at least three places: (1) the common law—a

non-codified collection of judicial precedents that apply unless they have been voided or otherwise altered by statute or contract; (2) the statute law—enactments of the provincial parliament that have direct application to teacher dismissal; and (3) agreements between the teacher and the school board—i.e., the individual contract and the teachers' collective agreement (which supplement but do not override statute law).

Historically, the common law had allowed school boards to dismiss teachers at will and without any obligation to specify reasons or even to conduct a hearing. Unless malice or bad faith on the part of board members could be proven, the dismissal would be upheld. This provided school boards with a virtual absolute management right in the matter of teacher dismissal.

An example of this power and its misuse is provided by the 1904 decision in the case *Dunn v. Toronto*. Ms. Dunn was a teacher with the Toronto Board of Education. On the basis of suspect evidence gathered in an 'irregular' manner by an inspector and at the inspector's recommendation, her contract was terminated. She was denied a hearing or any other opportunity to defend herself. She sued.

The judge acknowledged that this was a case of hardship, but he upheld the dismissal. He summarized the then governing rules of law as follows:

'Prima facie, this seems to present a case of hardship, yet the course contemplated by plaintiff would be fraught with detriment and disaster to the best interests of the school. *The power of dismissal, if deemed needful, without parley or investigation, would appear to be essential to proper discipline.* [Italics added.] ...

'The power to remove given to the board of education is one to be exercised by them in their discretion when they deem it expedient or fitting to act in view of the interests of the school.

'It appears to me plain that the members of the board are the judges of what they deem expedient in each particular case. In the matter of removal or dismissal of a teacher they may institute an investigation or they may dispense with it and proceed on their own conviction of what is right from a general knowledge of the situation. I see no reason why they may not validly act on the information contained in a report of the provincial inspector, even though it be irregularly obtained, if they are satisfied with it.'

Because there were many other abuses of this common-law power to dismiss teachers and because the statute law overrides common law (a doctrine known as the legal supremacy of parliament over the courts), it was natural for teachers to turn to provincial legislation for relief. The teachers sought legislation that would (1) protect qualified and competent teachers who have served a probationary period from being

dismissed for political, flimsy, or unfounded reasons; (2) clearly define a legally established set of procedures for dismissing teachers; (3) state and limit causes or reasons for dismissal; and (4) provide teachers with a fair and impartial hearing conducted according to the rules of natural justice.

Teachers were somewhat successful in their efforts, and virtually all provinces have some form of teacher tenure legislation. Thus it was to this legislation and to the teachers' contract that the Manitoba Court of Appeal turned in order to decide if the school division had sufficient legal reason for the dismissal of Michael Kopchuk.

Manitoba statute law provides that 'the issue before the arbitration board shall be whether or not the reason given by the school board for terminating the agreement constitutes cause for terminating the agreement.'

The teacher by contract is required 'to perform such duties and to teach such subjects as may from time to time be assigned.'

It is clear from the facts of the case that Mr. Kopchuk was not prepared to teach his Industrial Arts classes in French as assigned by the school board. Thus two questions arise: Is this sufficient cause for dismissal? Did the school division have the authority to make the assignment to teach in French?

Mr. Kopchuk's lawyer conceded that the school division had the authority to require that parts of the curriculum be taught in the French language. However, he did not concede the first question. He argued that 'cause must be something stemming from the teacher such as misconduct or incompetence or the like on his part and not a cause over which the teacher has not control, such as curriculum change or declining enrolment' (C. of A., p. 1).

When pressed by the Court, Mr. Kopchuk's lawyer conceded that his argument 'would mean that a School Division could never terminate the employment of a teacher in the event drastically declining enrolment made the teacher's role redundant or in the event that, as here, a curriculum change placed it beyond the capacity of the teacher to carry out the work assigned to him' (C. of A., p. 6). This argument, if accepted by the Court, would assure teachers continuous employment until retirement age unless incompetence or willful misconduct could be proven.

The Court rejected this line of argument as not supported by statute law. Rather they interpreted the word *cause* from a different perspective, that of the traditional common-law rights and duties of a school division. According to the Court, a school division has the right to alter its curriculum and to engage and retain the required number of teachers qualified to teach the curriculum in the prescribed manner. The Court decided the question of cause in favor of the school division.

At least two other issues might have been dealt with. (1) Did the school division dismiss Mr. Kopchuk in bad faith? No evidence was presented to support this contention. (2) Do issues of fairness override issues of cause? Manitoba law does not authorize boards of arbitration to consider teacher dismissal from a perspective broader than cause. Thus the decision of the Board of Arbitration was upheld, and Mr. Kopchuk was fired.

Fairness and the Law

What are the possible relationships between the rules of law and the standards of fairness?

If we accept the opinion of a majority of the members of the Board of Arbitration 'that the teacher had been treated unfairly' and in a manner which was 'neither reasonable nor equitable,' and if we accept the decision of the Court of Appeal that the teacher's dismissal was in accordance with the rules of law, then the inescapable conclusion is that in this case the rules of law contradict general standards of fairness.

This apparent contradiction between law and fairness is the subject of this section. The section considers the assumptions, implications, and application to this case of several different statements offered as answers to the question, 'What are the possible relationships between law and fairness?'

The answers range from the view that they are not related at all to the view that they are equivalent ideas. These answers provide a brief introduction to some of the contradictory viewpoints that underlie and influence those who are responsible for the design and operation of our legal system.

First Answer: There is no relationship between law and fairness.

This view suggests that law is a collection of sometimes related and sometimes contradictory rules that result from the political process. The end of this process is not justice or rational solutions to problems but rather an accommodation to issues that satisfies or at least reflects the relative strength of the contending parties. If the issues of interest change or if the relative strength of the contending parties changes, then the rules of law are also changed.

Fairness, on the other hand, is an ethical and religious idea not essential to or part of the political process. Any relation between law and justice is accidental. This view may be summed up in the biblical admonition to render unto Caesar the things that are Caesar's and unto God the things that are God's.

Was Mr. Kopchuk treated fairly? Advocates of this position would say that the question is inappropriate because the legal system is not designed to treat people fairly. If you are not satisfied with how the system works, then change it by entering the political arena and flexing whatever muscle you possess.

Second Answer: Law and fairness are synonymous.

This view holds that fairness is defined as conformity to the law. To determine if a decision was just, one asks: (1) Were all of the germane rules of law properly applied? (2) Were all of the required procedures followed? If the answers to both questions are yes, then justice was done. The determination of fairness is entrusted only to the courts and ultimately to the Supreme Court of Canada.

This view, which ignores the quality or nature of a judicial decision by limiting the test of fairness to procedural questions, is the dominant philosophical position that underlines the rule of law as understood by most Canadian jurists. Fairness is relatively mechanical.

Was Mr. Kopchuk treated fairly? Yes, according to this viewpoint, because the legal procedures were properly followed. If you don't like the decision, then change the procedures and rules under which this type of case is considered. In other words, change the law by entering into the political arena, but don't blame a judicial system for a decision in which it merely applies preexisting rules to a given situation.

Third Answer: It is impossible to treat both opposing parties in a judicial dispute fairly. Both sides present a claim to the court. The court must favor one side at the expense of the other. Thus, someone wins and probably feels fairly treated. At the same time someone loses and no doubt feels unfairly treated. Thus both fairness and unfairness accompany each judicial decision.

Was Mr. Kopchuk treated fairly? No, because he lost his job. However, if Mr. Kopchuk hadn't lost the decision, then the students, who had a right to be taught in French, and the school board, which had a right to determine the teacher's duties, would have been treated unfairly. If you want to change the situation, then you need a major overhaul of the judicial process. The win-or-lose litigation model would need to be changed to a model in which problem-solving techniques that minimize loss to all parties and maximize mutual benefit are stressed. This might require a fundamental shift in society's attitudes toward personal relationships from one of competition to one of cooperation.

Fourth Answer: Fairness is the goal of law, but the system isn't perfect.

The system can, however, be improved. The best way to improve the system is through an analysis of its shortcomings. Commonly held standards of fair play are used to find, expose, analyze, and publicize errors in justice and result in changes in the rules of law. This will hopefully make them more compatible with justice.

Was Mr. Kopchuk treated unfairly? If you answer yes, then you have an obligation to analyze the cause of his unfair treatment

and to seek changes in the rule of law so that this type of injustice cannot occur again.

In My Opinion

In my opinion Mr. Kopchuk was treated unfairly, and in order to prevent a similar occurrence, the laws in respect of teacher tenure should be changed so that boards of arbitration and the courts may apply standards of fairness before reaching their decisions.

However, before I discuss this possibility, and the application of this case to Ontario, I wish to consider an implication of the case that was not considered by either the Board of Arbitration or the Court of Appeal.

Does the precedent of this case suggest that a teacher can be dismissed for a pseudo-reason when the real reason (e.g., insubordination, incompetence) would be difficult to prove or when the real reason (e.g., political viewpoint) would not be a legitimate cause for dismissal?

I think so. When I first read this case, I thought how easy it would be to set up a teacher for dismissal. Simply assign a subject or a method of teaching that is beyond the teacher's present capacity and training. If the teacher refuses the assignment because she or he is not prepared, then dismissal follows immediately. If the teacher accepts the assignment, then dismissal follows in due course on grounds of incompetence. The crafty school board or its administrators must, of course, take care that the ruse is not recognized or bad faith will be evident and the dismissal reviewed.

It was only a passing thought. Then I read a newspaper clipping from the *Globe and Mail* that set me wondering. The article reports Mr. Kopchuk as saying that the school division had unsuccessfully tried to dismiss him in 1968 because of community complaints regarding statements he allegedly had made in class about religion and sex, and that the division had also tried unsuccessfully to terminate his employment in 1970 in violation of his seniority rights.⁴ Also, according to the clipping, the division rejected the idea of allowing him to temporarily teach another subject in English. Meanwhile he was working on the final year of a degree that would certify him to teach other subjects.

Circumstances such as these suggest that remedial legislation is needed to prevent the possibility of teaching assignments being used improperly as a way of dismissing a teacher.

Could this type of dismissal occur in Ontario?

Why not? The standard Permanent Teachers Contract, which applies to all teachers and principals who have completed their probationary period with a school board, contains a provision that requires Ontario teachers to teach such subjects as the board may assign. The

complete wording follows, and it can be directly compared with the requirement in Manitoba.

'3. The Teacher agrees to be diligent and faithful in his duties during the period of his employment, and to perform such duties and teach such subjects as the Board may assign under the Acts and regulations administered by the Minister.'

The Education Act (Part XI) authorizes French as a language of instruction, and boards may and in some cases must use it as the language of instruction. Where the pupils do not understand either French or English, their native language may be used [Section 229—(1) (f)]. For example, in the city of Toronto, instruction in Italian, Portuguese, or Chinese may under certain circumstances be required.

Also, there is nothing to prevent boards from assigning teachers to teach subjects or grades in which they lack preparation. There does not appear to be any legal requirement that forces boards or their administrative officers or their principals to consider the interests or training of a teacher or the educational welfare of the pupils when such assignment is made.

At present it is not uncommon for teachers to be assigned responsibilities that probably exceed their competence. This is usually done because of enrollment considerations, teacher absence, and other factors related to timetabling. However, the teacher assigned needs some protection. First, an unqualified teacher should not be placed in a position of responsibility where there is potential physical danger to pupils (e.g., physical education, shop, or laboratory courses); second, the high standard of performance appropriately applied to a teacher qualified in the subject or grade should not be used to prove incompetence; third, the requirements of the assignment should not jeopardize the teacher's sanity nor the learning of the pupils; and fourth, teachers should have a right to refuse an assignment for which they are unqualified on professional grounds, subject to review by their federation, without being subject to immediate dismissal.

Recently, an Ontario board of reference found that a teacher had been legally terminated but because of certain circumstances, established in evidence, they ordered the teacher's contract continued. This was an example of fairness standards being used to override the narrow consideration of legal cause. Unfortunately, an appeal court ruled that the board of reference exceeded the scope of its legal authority and reversed its decision.⁵ Thus it is clear to me that the problems raised in the Kopchuk case have application in Ontario and that remedial action is necessary in this province.

What changes should be made in Ontario law and teacher contracts?

In my opinion, school boards should have

an obligation to make all reasonable efforts to retain a teacher (including retraining and leave of absence) where dismissal would occur for reasons other than incompetence or insubordination. This would be incorporated in the Act, in the Permanent Teachers Contract, or in the collective agreement between school boards and teachers.

The four protections for the benefit of teachers and pupils as enumerated in the preceding section should be incorporated into either law or contract.

I also think that boards of reference should have power other than that of just directing the continuance or discontinuance of a contract. We need some lesser penalty than dismissal and virtual excommunication from the profession for insubordination; we need a suspension period to retrain permanent teachers who after years of service may have lapsed into incompetence.

Finally, I think that these changes should follow a complete study of teacher tenure laws and priorities and teacher assignments in Ontario. We need to review existing legislation in this and other provinces, analyze teacher dismissal cases throughout Canada, consider submissions from boards, teachers, and the community, and gather data on the nature of teacher dismissals.

We need legislation that will allow boards to cancel the contracts of teachers who ought to be dismissed, but for fair and consistently applied reasons, and to protect through tenure the remaining members of the profession.

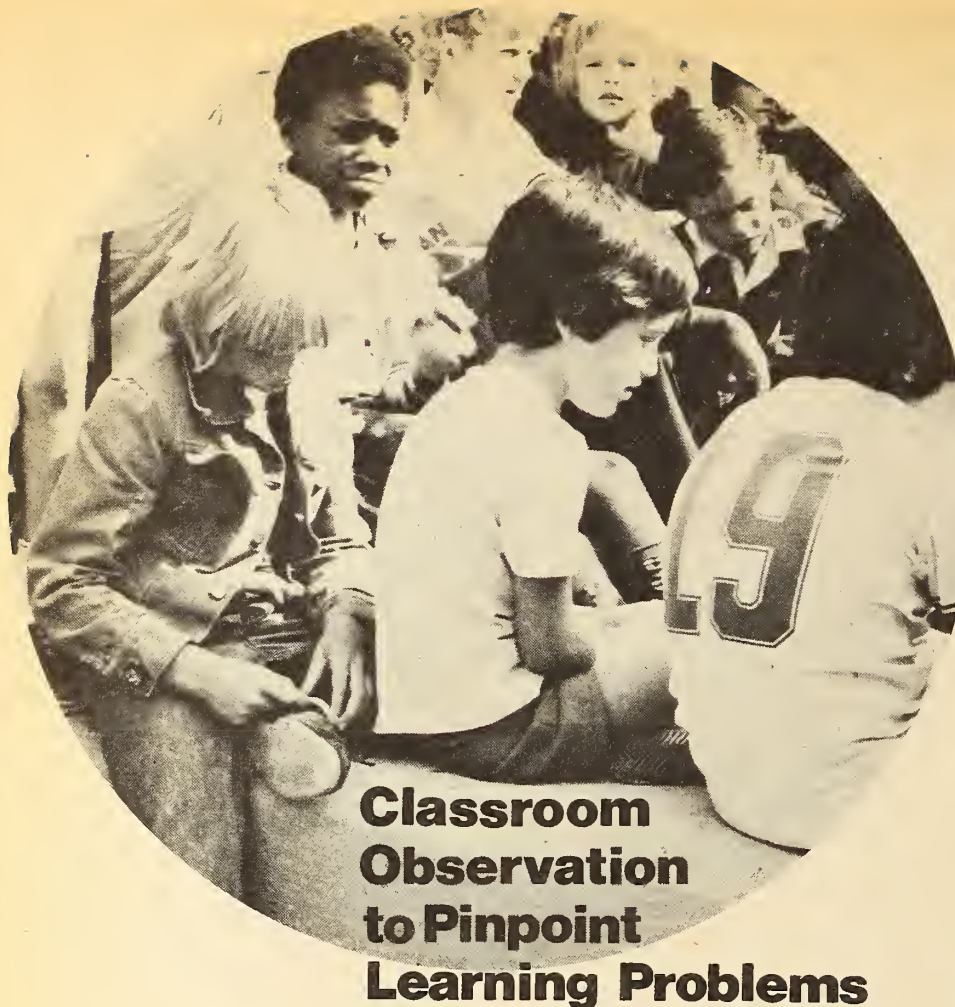
Notes:

1. *Kopchuk v. St. Boniface School Division No. 4 (Manitoba)* (1972), unreported decision, Board of Arbitration. Subsequent references are identified as (B. of A.).
2. *Kopchuk v. St. Boniface School Division No. 4 (Manitoba)* (1972), unreported decision, Court of Appeal (Manitoba). Subsequent references are identified as (C. of A.).
3. *Dunn v. Toronto* (1904) 7 O.L.R. 451.
4. 'Fired over Lack of French,' *Globe and Mail* (Toronto), December 14, 1972.
5. *R. v. Vannini* (1970) 1 O.R. 402.

Reprints of this article and of two previous articles by Dr. Robbins are available from him at 25¢ each. Please send a stamped self-addressed envelope to him at OISE, 252 Bloor Street West, Toronto M5S 1V6. The previous articles are: 'The Supreme Court Decides: Noon-Hour Supervision—Voluntary or Compulsory?' (*Orbit* 30, December 1975); 'Duty of Care: The Gary Thornton Case' (*Orbit* 32, April 1976).

We will be printing some reactions to these three articles in a subsequent issue of *Orbit*. Please send your comments and suggestions for future topics to the editor.

The author wishes to acknowledge his debt to Andrew Effrat, Rachel Kampf, Brenda Rolfe, and Harriet Goldsborough.



Classroom Observation to Pinpoint Learning Problems

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When teachers refer children for special services, they frequently underestimate the diagnostic value of the information that they have collected through their own extensive interactions with those children. Official referral forms usually provide space under 'Reasons for Referral' and 'Behavioral Observations' for teacher observations. Teachers fill in the former, but often leave the latter blank. But the latter can be an extremely important source of data for the consultant. The following pages will indicate some of the uses of classroom observations and will provide guidelines for the kind of information that can be obtained by merely paying attention to the child: what is he doing and how is he performing at different times and in different places during the school day?

As experienced teachers have observed, a child's behavior can change dramatically from one situation to the next within minutes. For example, a child who never volunteers an answer during a large-group lesson may participate very readily in a small reading group where the teacher provides more individualized attention to each child and does not challenge him much beyond his level. A child who is very competent at school work and effectively follows the teacher's directions in

class may find himself at a loss on the playground, where he is left to his own initiative with peers without the safety of the classroom structure and teacher-directed activities.

Comparisons of a child's behavior in a variety of situations and under different sets of expectations provide valuable insights for understanding otherwise seemingly inconsistent behavior patterns. Observations will help to identify learning problems and will help to differentiate these from individual variations in learning styles.

It is important to observe a child's behavior systematically across a number of different situations on several different days. Sporadic observations—for example, only at times when the child attracts the teacher's attention—lead to a biased picture of his behavior overall.

In addition, the teacher needs to get a realistic view of how other children react under similar circumstances, and so it is useful to observe the target child along with two or three other children in the same group.

Learning Problems

Success in learning relates to the child's skill and ability, interest, persistence, attitude, self-confidence, security in tackling work independently, and ability to function under different kinds of structure.

During the normal course of the school

day the child participates in a wide range of activities. He takes part in highly structured academic activities such as large-group lessons, reading groups, and seatwork and in less structured activities such as library projects, free time activities, and art projects. Part of the day is spent in group work, but a large portion is spent on individual learning projects. Children can respond very differently to these different degrees of structure. The greater the variety in learning conditions, the greater the opportunity to observe the child's preferred learning style and his strengths and weaknesses. His behavior, for example, on the playground or in the gym may reveal aspects of his personality that help to explain—or raise questions about—his classroom performance; perhaps he is discouraged about his academic work but nevertheless shows self-confidence and initiative in non-academic situations.

Thus one can begin the observational diagnosis by asking a series of general questions.

How does the child participate in various work situations? Is he attentive? Does he volunteer answers? Or does he withdraw? How involved does he seem to be in the activity? Does he put forth effort, show enjoyment, and persist at the task until completion? Does he need additional direction or support to maintain interest or confidence? What is the quality of his work on different kinds of tasks? Is it adequate, sloppy, or overly meticulous?

How does he appear to feel about himself in various task situations? Does he expect to succeed or is he diffident? Does he show initiative or does he wait for direction? Is he able to maintain interest and enthusiasm or does he need external support? Does he approach teacher or peers for help or does he avoid or reject help when it is offered? Does he initiate contact with teacher and peers or does he withdraw? What types of avoidance mechanisms does the child use when facing difficulty? Does he daydream, procrastinate, withdraw, get into mischief?

Is the child's intellectual performance consistent across situations, or does he tend to excel in some subject areas or under specific learning conditions? For example, a child may perform better under highly structured reading-group instruction or on closely supervised seatwork assignments than on those assignments where he is expected to take initiative in carrying out a task regardless of level of difficulty or subject area. By making observations the teacher can begin to distinguish weaknesses in skill or ability from lack of self-confidence and need for direction and support.

A series of diagnostic questions can be raised to specify the nature of a learning problem. For example, if the learning problem is related to material requiring elaborate use of language, the teacher can investigate further whether the difficulty is more noticeable in comprehension or in expressive usage. If the problem seems to be mainly one of verbal expression, is it limited to specific subject areas? Does it

occur more in oral or in written work? If the problem is related to oral self-expression, is it more noticeable in structured situations when the child is required to answer a question or at times when spontaneous self-expression is called for? Is the difficulty considerably aggravated when the child feels pressed for an answer? How does the child express himself during free play with other children or during activity time, as opposed to during group lessons?

If the child frequently procrastinates and fails to complete his work, what are the circumstances that help him work more effectively? Are there times when he does get down to work and complete it? Is this related to any particular skill or subject area, or is it more closely related to the amount of supervision and the type of directions that the teacher offers on any given assignment? Does he seem to understand written instructions and oral instructions equally well? Some children have difficulty describing or following written instructions on the blackboard, and can work much better if the same directions are repeated orally or printed on a sheet of paper.

Children differ in self-initiative and self-confidence. Some attempt to figure out the question by themselves; some will seek additional direction from peers or teacher; others merely sit there overcome with a sense of inadequacy. It is very important to spot the late reaction early, to give such a child additional help at the beginning of the assignment so as to get him going, rather than wait until he has failed to complete his work.

An Example

Peter was referred by his grade 1 teacher because he behaves 'as though he were a nothing.' He conforms to the teacher's requests, but is generally so bland and lethargic that other children ignore him. Academically, he is becoming slower in his written work and spends a lot of time daydreaming. He has no friends and lately has been reported by other children for aggressive behavior in the yard. The teacher has never seen it. In class, he tends to hover on the outside edge of the group and appears shy and fearful of active play.

Classroom Observations

We observed Peter in the small reading group first. He sat on the outside edge of the group and answered correctly when his turn came. The teacher, although a consistently positive reinforcer, praised Peter only twice on five occasions when he answered. When she did reinforce him it was by repeating the correct answer and passing to the next child without making eye contact with him. Other children by comparison received extensive praise—"Good for you!" "That was a really hard one, John!" "Look at how well David read!"

Peter was the first to complete the written assignment, which the teacher glanced at casually and dismissed without comment. When the group broke up, Peter hovered

around as though he wanted to approach the teacher, but he never made it. Other children talked to her, and then all were sent back to their seats. Peter obediently went back first, but David, an acting-out child, was praised for getting quickly to his seat. Peter sat down in a slouching position, worked with his cheek laid on his work, and did not turn his head back to watch a noisy snow-shoveling mime that the other reading group was putting on. After a while, as the activity became noisier, Peter glanced around, noticed that the rest of the class were enjoying the show, and watched, smiling quietly.

Teacher's Inferences about Child's Behavior

Shy, lethargic, non-assertive child, irritating to a teacher who values activity and energy.

Alternative Inferences Based on Observations

Peter tries to please teacher and works hard for her praise, but the teacher tends to reinforce him less than his peers for academic work, does not make eye contact, does not notice his getting back to seat first. Peter wants to approach her for contact but lacks confidence and encouragement. He seeks support and attention from the teacher to maintain his confidence, and when he is not getting it he sees himself as a failure with her and withdraws and shows depressive signs.

When she became aware of her interaction with Peter, she was able to alter it dramatically. She took note of his efforts, praised him, established eye contact, and patted him on the shoulder. She also singled him out for special activities, for example, handing out work papers to the class. Peter responded noticeably. He became more self-assertive and spontaneous with his peers, straightened up physically, looked happier, and began to show greater involvement in work and enthusiasm for play. Peter continued to improve academically and socially throughout the year.

Verbal Problems

Once the general area of difficulty has been delineated, we can proceed to more precise mapping. Let us consider several examples of children exhibiting difficulty in verbal comprehension.

The first child, from an English-speaking home, speaks fairly fluently and has an average vocabulary but becomes confused on verbal assignments—he just seems to miss the point. Upon closer observation one notes that he is at a loss in even the simplest situations requiring sequencing abilities and an understanding of cause-effect relationships. This deficit leaves him at sea in every type of assignment.

Another child with comprehension difficulties may do well on concrete tasks requiring commonsense judgment, but may fail dismally on assignments requiring abstract reasoning, ability to perceive relationships, or ability to classify similarities

and differences without concrete guidelines.

A third child's low comprehension may reflect a lack of judgment, a limited ability to evaluate the importance and worth of the different aspects in a situation.

In other children the problem may be compounded by several of the difficulties described above.

A problem can become very complex when English is the child's second language. When dealing with such a child, it is particularly important to try to find what specific verbal deficits he has rather than attribute the problem to an impoverished language background in general. In our experience a number of immigrant children referred because of poor school performance in the language area actually have serious difficulties in sequencing. Specific training in this area can improve their comprehension of school assignments. Exercises can be devised by the teacher or obtained from educational consultants or resource materials, including some remedial reading guides.

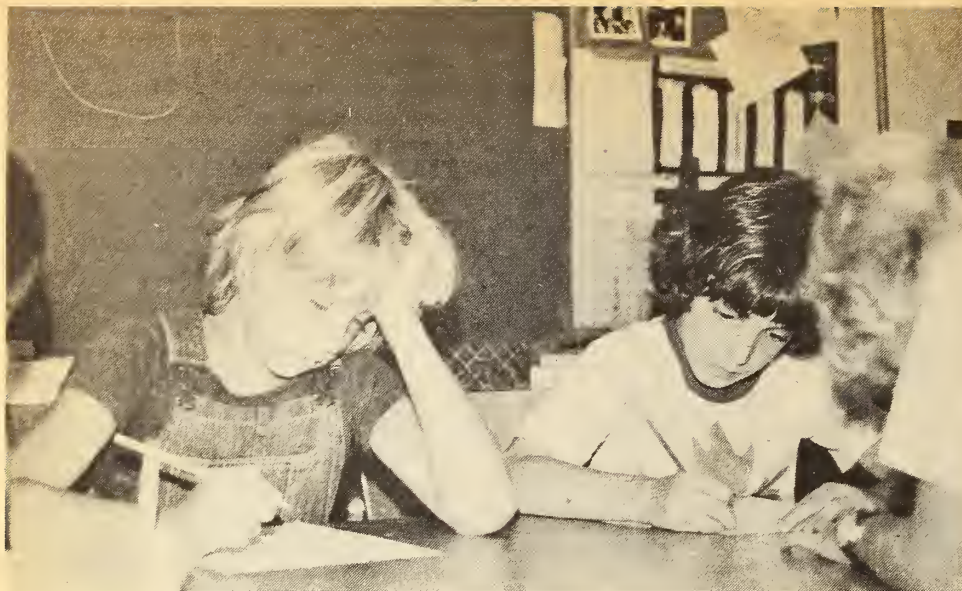
If the child simply has difficulty with English, it may be wise to assign a competent classmate to check whether he understands instructions. Children for whom English is a second language have unpredictable gaps in their vocabulary and comprehension of idiomatic expressions. Even English-speaking children who come from a different cultural background may fail to understand directions that are assumed to be familiar to everyone.

Learning Style

A more general assessment of the child's preferred learning style will help predict potential areas of strength and weakness and help prevent learning difficulties. A number of cognitive styles have been identified by educational practitioners and researchers. We have alluded to different needs for structuring of material, to differences in ability to handle concrete and abstract material, to preference for self-directed as opposed to teacher-directed activities. But there are also other differences that can influence classroom learning.

For example, some children react to questions in a global, impressionistic way, whereas others behave analytically and pay great attention to detail. Each style has its assets and drawbacks in certain learning situations. Whereas an analytic approach is generally preferable to most hard-core academic subject areas, it does not help in creative writing or the metaphorical thinking that helps in appreciating poetry, or in art, where one may want to capture a vision. A very perfectionistic, highly rational child may need a lot of help and encouragement in less structured subject areas to help him loosen up and work productively. Torrance and Gupta (1962) have developed extensive materials and techniques to foster creative thinking in the classroom.

The child who tackles problems impressionistically, overgeneralizes from one



detail without paying attention to the whole problem, and does not seem to use logical thinking in his approach is likely to have academic difficulties. Children can be successfully taught to improve their problem-solving strategies and thinking skills. Educational materials such as *Thinking Games* (Bereiter and Anderson) can be used in an enjoyable fashion for this purpose.

Another dimension of learning style that can have serious impact is conceptual tempo. Some children, when faced with a new task—whether it is a question the teacher asks, or a multiple-choice test item, or a project—will jump right into it and probably make errors, which may or may not cause them anxiety. If the child can handle his initial failure well and proceed by trial and error, he may not be particularly impeded by his impulsive style. However, if failure tends to arouse anxiety and lead to frantic and disorganized activity or to giving up, then the child's impulsive style is clearly going to be detrimental to his learning. An impulsive child can be helped to slow down by reminders to think before answering, and initially at least his thinking should be guided by leading questions from the teacher. Later the child will learn to internalize these strategies and will go through the thinking steps without external prodding. Studies show that impulsive children fail to consider all aspects of the task, fail to approach it systematically and analytically, and seem to be under pressure to act without evaluating the situation.

The reflective child, on the other hand, is slow to respond, cautious, careful in thinking through the alternatives. A recent study by MacFarland (1976) shows that regardless of intellectual level, the reflective individual performs better on intellectual tasks than his impulsive counterpart. Reflectivity, on the other hand, can be a liability. A reflective child is typically slow to respond because of his tendency to check through all possible alternatives. In our speed-oriented society slowness is often equated with dullness. Although teachers generally prefer reflective children over impulsive chil-

dren (Miezitis and Rovet, 1976) we found that teachers sometimes fail to recognize the reflective child's style and ignore and dismiss him as apathetic or lacking in ability.

The reflective child who is not given a chance to produce his answer is left frustrated and questioning his own worth and ability. Anxiety causes him to slow down even further to the point of compulsively checking through alternatives over and over again. This reduces his productivity and irritates the teacher, who interprets the behavior as resistance in a pupil whom she has seen to perform efficiently before. It is easy to see how the relationship between teacher and child can deteriorate, and the child can end up fulfilling the teacher's expectation that he is slow and lacking in ability.

An Example

Dorothy was described by her teacher as a slow, dull, inattentive child who does not look at the teacher when she talks to her, does not answer questions, and does not appear to be learning. She is socially isolated and has a slight speech problem.

Classroom Observations

Quiet, passive child in large group. Did not volunteer answers in group but was moving lips forming sounds as if getting ready to respond. (Inference: appears to listen and try to respond, but inhibited.) Teacher typically did not call on her for an answer, and the one time she did, she quickly moved on to another child before Dorothy had said anything. (Inference: Dorothy not usually called on and not given opportunity to answer.) Teacher is fast-paced and expects quick responses from children. She calls more on the verbally competent children. (Teacher favors quick and verbally confident children by giving them opportunities to answer and by reinforcing them.)

Teacher's Inferences about Child's Behavior

Apathy and low ability, inability to learn.

Alternative Inferences Based on Observations

Hesitancy to answer may be due to slow conceptual tempo, lack of self-confidence; teacher's low expectations may affect performance.

These inferences were checked by the teacher, who slowed down the pace for Dorothy, asked simple questions, stopped other children from intervening, and waited for Dorothy to answer and then praised her effort.

The teacher was surprised at the quality of Dorothy's answers. Her speed of responding remained slow, but she began to put up her hand to volunteer responses.

The teacher recognized Dorothy's problem in broader terms of cognitive style and confidence, changed her expectations for Dorothy, called on her more, and gave her more time to respond. Dorothy was able to demonstrate her ability to learn and gave the teacher an opportunity to reevaluate her potential for learning.

The teacher reported that Dorothy participates in group games; volunteers answers, is involved, and works well at seatwork. She is still slow-moving and fairly quiet. Teacher reports change in her own attitude to Dorothy, expects more of her, and reinforces her. Dorothy looks at teacher, volunteers answers. Teacher feels she can reach Dorothy and is pleased with her. Children approach Dorothy more and she becomes open and responsive to them. Dorothy's verbal participation in group work seems to have altered her classmates' perception of her as aloof and non-verbal.

Summary

Systematic observation of classroom behavior usually shows that the child with a school problem does not own the problem. It occurs in a particular context or in reaction to a particular set of expectations. The child develops a style of interacting with the people and objects in his environment. He may have a tendency to approach or avoid the challenge of a new task or situation. These tendencies are reflected in his learning style and may contribute to a learning problem. By closely observing how the child responds to different expectations, the teacher and school consultant will gain valuable insights for helping him develop more effective ways of coping in different situations.

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L'Éducation permanente de Smooth Rock Falls à Opasatika

Ronald J. Duhamel, Lise Lavoie
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L'éducation communautaire—enthousiasme et confusion

Le concept de l'éducation communautaire, comme nombre d'autres théories sur l'éducation, a soulevé chez bien des gens un enthousiasme considérable tout en occasionnant en même temps une grande confusion. C'est avec raison que l'idée d'encourager et de faciliter la participation de tous les membres de la société à l'oeuvre éducative éveille l'enthousiasme. Cependant, il est compréhensible de rencontrer chez plusieurs une certaine perplexité voire un malaise quand on pense qu'il existe plusieurs modes de participation dont certains sont plus nouveaux, appropriés et efficaces que d'autres. Ce malaise sera allégé quelque peu si l'on comprend que le modèle idéal de l'éducation communautaire, tout en ayant été imaginé, reste encore à être réalisé, et que la formule adoptée par un conseil scolaire particulier face à l'éducation permanente, quoique sûrement différente de celle d'un autre conseil, est sans doute très efficace pour la région concernée si elle fournit ce que les gens attendent de ce service. Pour un exposé intéressant des points de vue de certains éducateurs sur l'éducation communautaire, veuillez consulter 'The Definition Issue', *The NCSEA News* (mai 1971).

Le modèle du Conseil d'éducation de Kapuskasing—Genèse et évolution

À l'intérieur des limites du Conseil d'éducation de Kapuskasing s'est développé un modèle d'éducation communautaire qui se porte très bien et ne cesse de prospérer. Tel qu'il existe, il est loin d'être parfait; tel qu'il se manifeste et continue de progresser, il a sûrement des caractéristiques communes à d'autres modèles. Néanmoins, cette formule d'éducation communautaire peut bien prétendre à une certaine unicité qui ne peut être ignorée.

Le Conseil d'éducation de Kapuskasing comprend une population de quelque 20 000 âmes disséminées le long de la route 11 dans une série de municipalités dont la plus importante, Kapuskasing, compte 12 700 habitants. La région est en majeure partie bilingue. Cependant, environ quarante pour cent de la population est unilingue anglaise et se concentre dans les municipalités de Kapuskasing et Smooth Rock Falls (2 500

habitants). Enfin, à peu près dix pour cent de la population, habitant surtout les petits villages autour de Kapuskasing, est unilingue française.

Dès 1969, date de la formation du conseil scolaire actuel, les conseillers, les éducateurs et les parents se sont rendu compte de la diversité des besoins culturels, éducatifs et récréatifs des citoyens. Ils se sont aussi aperçu que certains de ces besoins étaient communs à tous tandis que d'autres étaient particuliers à certaines des agglomérations sous l'autorité du conseil. À ce moment-là, la façon de répondre à ces besoins était d'offrir des cours du soir selon la formule de l'ancien conseil. Mais ces cours ont à peu près disparu avec la création d'un collège d'arts appliqués et de technologie dont le service des cours du soir s'est rapidement développé pour offrir un grand choix de cours de culture populaire ainsi qu'un nombre plus limité de cours académiques, offerts presque uniquement dans Kapuskasing même et, à peu d'exceptions près, en anglais seulement.

Au cours de l'année scolaire 1973/74, le Conseil d'éducation de Kapuskasing adoptait une nouvelle philosophie rétablissant l'ancien programme en lui donnant plus qu'un nouveau nom, l'Éducation permanente. En effet, cette philosophie s'exprimait par l'engagement du Conseil à offrir toutes les ressources physiques, économiques et humaines à sa disposition pour la création de n'importe quel cours ou de n'importe quelle activité éducative viable pour tout groupe de douze personnes ou plus ayant les mêmes intérêts et besoins, dans n'importe quelle municipalité à l'intérieur du Conseil. Pour les cours de treizième année et les cours de conversation française et anglaise, on faisait exception en acceptant un minimum de six étudiants pourvu que le rapport élève/professeur pour l'ensemble du programme fût maintenu à quatorze étudiants par professeur. Au printemps 1974, le Conseil confia la direction et la surveillance du programme d'Éducation permanente à quatre adjoints spéciaux et à une secrétaire employés à mi-temps. Ces cinq personnes remplaçaient un directeur à temps partiel nommé à ce poste lors de la remise sur pied du programme des cours de soir. Mais en avril 1975, il devint nécessaire d'embaucher un coordonnateur et une secrétaire à plein temps pour continuer l'administration du programme qui s'était développé de façon

dramatique et pour chercher de nouvelles méthodes de répondre aux besoins de la population, où la conscience et le désir de s'instruire avaient augmenté de façon significative.

Facteurs d'expansion et de développement
Grâce à l'engagement du Conseil d'éducation de Kapuskasing et l'intérêt manifesté par la collectivité, certaines caractéristiques facilement identifiables se sont révélées; elles expliquent bien le succès marqué du programme d'Éducation permanente. D'abord, la direction du programme s'est considérablement améliorée. De plus, un nombre toujours croissant d'éducateurs et de dirigeants municipaux bien connus ont apporté un appui révélateur au programme. Une meilleure sélection de cours est offerte: il y a maintenant plus de cinquante sujets différents dont la majorité sont du domaine de la culture populaire. En dépit de la tendance actuelle indiquant une baisse d'intérêt pour les cours accrédités—phénomène national relevé dans le bulletin de janvier 1975 publié par Statistiques Canada—le Conseil espère que le Mémoire 74:18 du Ministère de l'Éducation incorporé à la Circulaire H.S.1 pour faciliter l'acquisition d'un diplôme d'études secondaires incitera un plus grand nombre de candidats adultes à se mériter un diplôme d'études secondaires. Déjà en 1974/75 un nombre encourageant quoique restreint d'étudiants a répondu à la publicité locale.

La popularité toujours grandissante des cours de culture populaire a permis au programme de se doter d'un grand nombre d'instructeurs qui, bien que souvent sans brevet d'enseignement, ont prouvé leur compétence, leur succès étant largement dû à leur intérêt et à leurs connaissances étendues dans leurs domaines respectifs. Dans la mesure du possible, le professeur est recruté dans la localité même. Cela est généralement plus facile pour les cours artisanaux et les activités demandant peu de matériel. Une allocation de voyage est prévue pour ceux qui ont à se déplacer pour donner des cours dans les villages avoisinants. De plus, afin d'encourager les municipalités à former leur propre personnel, le Conseil a prévu un fonds d'avancement professionnel et organisera, au besoin, des activités d'ordre pédagogique pour le personnel.

La tendance vers les cours de culture populaire a aussi permis une plus grande

flexibilité dans la durée des cours. Alors que le cours accrédité avait des exigences précises quant au nombre d'heures d'enseignement, les cours de culture populaire peuvent être de durée variable selon les intérêts et les besoins des étudiants. Il existe encore quelques cours de cent heures mais la majorité ont été raccourcis, dans certains cas même jusqu'à neuf ou dix heures, ce qui a eu un effet favorable sur l'assiduité.

Les frais de scolarité peu élevés ont aussi contribué au succès du programme, non pas à cause d'une réduction du coût par heure, mais parce que la durée des cours a été réduite de beaucoup. À l'exception du programme de Civisme au volant, les frais ont été fixés à 26¢ l'heure de cours.

Enfin, la collaboration entre le Conseil et certains organismes, point qui sera développé plus loin, a aussi favorisé largement le développement du programme.

Participation par localité en juin 1975

Comme le tableau l'indique, les localités participent d'une façon appréciable au programme d'Éducation permanente. Le pourcentage le plus bas est de 7% (Opasatika) alors que le plus haut est de 22% (Moonbeam).

Le degré de participation des localités dépend de plusieurs facteurs, entre autres, la compétence des professeurs telle que jugée par la population étudiante éventuelle; la durée des cours; l'organisation des horaires quant au soir, à l'heure et même au temps de l'année; la situation économique et sociale de la localité; la quantité d'activités sociales ou récréatives organisées dans chaque village; et l'on pourrait en nommer encore d'autres.

Collaboration avec certains organismes

Le concours de divers organismes est devenu essentiel au bon fonctionnement du programme. Quoique le Conseil d'éducation desserve toutes les municipalités, il n'administre des écoles qu'à deux endroits: Kapuskasing et Smooth Rock Falls. Alors ce n'est seulement qu'avec la collaboration du Conseil des écoles séparées de Kapuskasing qui a des écoles dans chaque village et avec l'assistance des paroisses, des centres communautaires et même de certains citoyens qui ont ouvert leurs demeures pour des cours, que le Conseil d'éducation de Kapuskasing a pu offrir presque 50% de ses cours (dont la majorité en français) dans les villages avoisinants.

Depuis septembre 1975, une entente avec le Conseil des écoles séparées permet au programme d'Éducation permanente de donner cinq cours à quelque soixante-dix adultes à Smooth Rock Falls. Ces cours se donnent le jour dans une école séparée de langue française. C'est le programme d'Éducation permanente qui assure la planification, la coordination, l'enseignement et la surveillance de ce projet.

L'importance accordée au travail en commun est en partie responsable de la croissance du programme d'Éducation permanente. Le Conseil étudie actuelle-

Localité	Population	Nombre de cours		Nombre d'étudiants	Participation par localité (%)
		Anglais	Français		
Kapuskasing	12 700	68	31	1 630	13
Moonbeam	1 420	1	22	308	22
Fauquier/ Strickland	960	0	11	169	18
Smooth Rock Falls	2 450	21	15	511	21
Opasatika	1 200	0	7	85	7
Val Rita/Harty	1 320	0	10	113	9
Totaux	20 050	90	96	2 816	14

ment une entente avec le service d'éducation permanente d'un collège communautaire voisin qui permettrait aux deux organismes d'offrir un meilleur service sans répétition. Le Centre de loisirs local a présenté une série d'ateliers pour les francophones avec le concours du Conseil d'éducation. Au cours de l'été 1975, de concert avec un projet de 'Opportunities for Youth' et le Ministère des Ressources naturelles, le Conseil a offert des cours de canotage pour les jeunes en pleine forêt, à quelque quarante milles de Kapuskasing; de plus, un centre de plein air en bois rond, subventionné par le Conseil, a été construit par des étudiants au même endroit. Le Conseil essaie actuellement d'organiser des activités appropriées pour les personnes âgées de la région, et cela sans frais d'inscription. Même, certaines activités destinées uniquement aux personnes âgées sont projetées si l'intérêt existe. Cela impliquera la collaboration des divers clubs d'Âge d'or de la région et des maisons de logement pour personnes âgées.

Suivant l'exemple du Conseil d'éducation dans le domaine des activités coopératives, le conseil municipal de Kapuskasing a approuvé en principe la formation d'un comité de liaison pour étudier l'utilisation des ressources disponibles dans la municipalité. Ce comité est formé de représentants de la ville, du Conseil des écoles séparées et du Conseil d'éducation de Kapuskasing. Déjà, un certain nombre d'activités ont été organisées conjointement par le Conseil et le service de récréation de Smooth Rock Falls. Ce système coopératif sera probablement employé avec d'autres organismes sociaux dans un avenir prochain.

Avantages de l'éducation permanente

Les avantages possibles de l'éducation permanente peuvent être évalués selon au moins deux points de vue: celui de l'étudiant d'abord, celui du Conseil et des organismes parrains ensuite.

Pour les étudiants, la plupart des programmes offrent les possibilités suivantes:

D'abord, ces programmes favorisent le développement personnel. En effet, à peu près tout le monde a un intérêt particulier pour un sujet ou un autre qu'il aimerait approfondir. Ce développement personnel peut être réalisé en suivant la formule traditionnelle: l'étudiant accumule un cer-

tain nombre de crédits pour obtenir un diplôme d'études secondaires ou encore l'admission au collège ou à l'université; mais une personne peut aussi se cultiver sans autant de formalités: elle choisit simplement des cours de culture générale dans le domaine qui l'intéresse particulièrement. En général, il est possible de suivre des cours accrédités et des cours de culture générale en même temps.

Deuxièmement, le recyclage peut mener à une promotion; dans certains cas, il peut permettre aux personnes qui ont une formation assez limitée une meilleure stabilité d'emploi, quelle que soit leur fonction; il peut aussi donner aux gens la confiance nécessaire pour viser à un meilleur poste.

Troisièmement et c'est peut-être le point le plus important pour les maîtresses de maison, particulièrement celles qui habitent les régions isolées et les petits villages, les cours d'éducation permanente répondent à un besoin de socialisation. S'inscrire à un cours peut devenir pour plusieurs une expérience sociale très enrichissante: on rencontre des gens, on noue des amitiés, on établit des contacts qui se poursuivent même après la fin des cours.

Quatrièmement, les cours d'éducation permanente répondent à un besoin important pour un grand nombre de gens: le désir d'apprendre. Peut-être les procédés de diffusion modernes ont-ils éveillé les citoyens; car de plus en plus de gens cherchent à s'instruire soit pour rendre leur vie plus intéressante ou encore pour se tenir au courant des progrès rapides de la vie moderne. Chez certains adultes qui ont des amis, des enfants, des neveux et nièces ou des petits-enfants qui sont instruits, il semble y avoir un désir profond de tenter de réduire l'écart entre les générations en suivant des cours.

Cinquièmement, dans notre société actuelle, beaucoup de gens semblent avoir plus de temps à consacrer aux loisirs. Les nombreux cours d'éducation permanente sont une bonne façon d'occuper ce temps.

Pour les organismes parrains, les programmes d'éducation permanente offrent les avantages suivants:

D'abord, ils permettent aux organismes et aux différents conseils scolaires de se faire connaître. Fait assez surprenant, après la formation des conseils d'éducation plus vastes en 1969, beaucoup de contribuables

ne connaissent que très peu les diverses fonctions d'un conseil d'éducation. Aussi, bon nombre d'organismes sociaux qui ont toujours rendu de grands services dans le passé étaient encore peu connus de la collectivité. La participation de ces organismes au programme d'Éducation permanente a rendu la population plus consciente de leur existence et de leurs fonctions.

En second lieu, les gens qui suivent des cours d'éducation permanente en viennent à connaître les conseils et les organismes collaborateurs et peuvent ainsi mieux apprécier leur rôle et la travail qu'ils accomplissent.

En troisième lieu, les contribuables sont plus prêts à payer les coûts élevés de l'éducation et des autres services parce qu'ils comprennent mieux pourquoi ils ont à débours cet argent. Il semblerait aussi que les organismes communautaires participants reçoivent plus de considération de leurs partisans.

En quatrième lieu, les personnes qui s'intéressent à l'éducation permanente en viennent à s'intéresser aussi aux autres secteurs de l'éducation. C'est-à-dire qu'ils deviennent plus aptes à contester les pratiques éducatives, à formuler des critiques constructives et à participer plus activement au système scolaire.

En cinquième lieu, les programmes d'éducation permanente peuvent alléger quelque peu le fardeau économique des conseils d'éducation. Cependant, il est important de souligner que ces programmes ne sont pas des entreprises à but lucratif. Il est vrai que dans certaines circonstances—mais très rarement—il est possible que les programmes d'éducation permanente puissent rapporter des gains; toutefois, cette possibilité est minime. À cause de la philosophie et des règlements actuels du Ministère de l'Éducation concernant les octrois, il est vrai que les programmes d'éducation permanente permettent aux conseils d'éducation de dépenser légalement davantage pour l'ensemble de l'administration scolaire. Ceci peut devenir un avantage utile et important à certains moments. Néanmoins, les programmes d'éducation permanente ne devraient pas être commencés ou maintenus uniquement pour permettre aux conseils des dépenses supplémentaires pour les programmes réguliers. L'éducation permanente doit servir à des fins éducatives et sociales, non à des fins économiques.

En sixième lieu, si l'on compare les programmes d'éducation permanente aux écoles secondaires régulières, l'on remarque que les octrois pour les deux sont analogues, alors que les dépenses de l'un sont moindres que celles de l'autre. Donc, l'administration de ce genre d'entreprise éducative coûte moins cher au conseil.

En septième lieu, certains organismes seraient probablement incapables de commanditer certaines activités si ce n'était de l'assistance apportée par les conseils d'éducation. L'inverse est tout aussi vrai. Un grand nombre de gens retirent beaucoup

de l'esprit de coopération qui s'est développé, grâce à cette collaboration.

Nouveaux projets de l'Éducation permanente

1. Le coordonnateur, les conseillers et les groupes intéressés étudieront attentivement l'orientation actuelle du programme. Répond-il aux besoins des citoyens? Devrait-on y ajouter des sessions d'été comprenant des cours accrédités et des cours de culture populaire? Quels changements devrait-on apporter pour atteindre plus de gens? Où le programme fait-il défaut? Voilà des questions qui ont déjà été soulevées et qui continueront à être analysées avec soin.

2. Les frais de scolarité ont-ils une influence positive ou négative sur le programme? Plusieurs conseils offrent leurs cours gratuitement et soutiennent que c'est là une démarche positive qui encourage une plus grande participation des citoyens. D'autres conseils qui conservent les frais de scolarité croient non seulement que cette contribution monétaire aide à l'administration du programme, mais encore que les gens n'attendent rien de rien et sont portés à s'engager davantage s'ils ont à débours. Ces différences d'opinion devront être résolues. Cependant il est vrai que les frais de scolarité causent certains problèmes. D'abord, les familles nombreuses à moyens limités qui pourraient sûrement retirer beaucoup des cours d'éducation permanente ne peuvent pas toujours se prévaloir de ce service. Ensuite, les élèves du niveau secondaire semblent hésiter à s'inscrire à des cours autres que ceux qu'ils suivent le jour; or, il y a sûrement des cours intéressants dont ils profiteraient beaucoup et les conseils d'éducation pourraient obtenir plus d'octrois si ses jeunes participaient au programme.

3. De nouveaux programmes, tels que des cours intensifs d'immersion en anglais et en français (donnés tous les jours pendant environ un mois), seront probablement établis bientôt. De plus, certaines activités spécialement conçues pour des personnes qui souffrent de déficience mentale sont projetées et commenceront probablement au cours de 1976.

4. Les responsables du programme veulent concentrer leurs efforts à intéresser les adultes n'ayant qu'une formation très limitée et qui ont une certaine crainte des cours du soir. Car il existe un grand nombre de gens qui aimeraient suivre des cours mais qui hésitent à le faire pour plusieurs raisons valables. Ces raisons devront être identifiées si l'on veut que ces personnes prennent intérêt aux cours que le programme peut leur offrir.

5. Le Conseil étudie actuellement l'utilité d'établir des 'banques d'appareils' qu'il pourrait prêter aux localités qui n'ont pas cet outillage, pour un temps déterminé. En effet, le comité ad hoc de l'éducation permanente examine la possibilité de louer un certain nombre de machines à écrire et de machines à coudre pour les placer, peut-être un mois à la fois, dans les villages où ce matériel n'est pas disponible. Si ce

projet est réalisé, les étudiants des petits villages n'auront plus à se rendre 'en ville' pour suivre certains cours et de plus, le Conseil pourra alors offrir plus de cours dans les localités dépourvues de certaines commodités.

6. Les responsables viennent d'adopter une idée innovatrice qui sera certainement employée souvent, la série de conférences. Des experts en diverses matières seront invités dans certaines localités pour discuter de sujets d'intérêts pour la population. À l'heure actuelle, deux conférences ont été organisées, l'une au sujet de l'éducation pré-scolaire, l'autre au sujet de l'arriération mentale.

7. Même si le Conseil autorise et encourage l'utilisation des écoles et de leurs commodités par tout le monde, ce sont généralement les adultes qui se prévalent de ce service. Bientôt, certains directeurs organiseront des programmes par lesquels les adultes et les élèves des écoles secondaires seront encouragés à se servir, après les heures de classe, de toutes les commodités des écoles, particulièrement des gymnases et des centres de ressources.

8. Une autre initiative, l'évaluation du personnel et des programmes, est déjà en marche. Cependant, certaines améliorations doivent encore être apportées à cet aspect du programme. Bientôt, des méthodes d'évaluation du rendement des professeurs et de l'efficacité des cours seront employées comme partie intégrante du processus d'évaluation.

9. L'esprit de collaboration qui s'est développé entre le Conseil et les organismes sociaux qui assistent la population sous la gouverne du Conseil sera raffermi afin la population puisse mieux profiter des avantages offerts par chacun.

Conclusion

Parmi les nombreuses recommandations du rapport Faure sur les possibilités d'éducation à travers le monde, il est intéressant et sûrement compréhensible de constater qu'une telle importance est accordée à ce qu'on appelle l'éducation permanente et que '... l'éducation permanente est proposée comme idée maîtresse des politiques éducatives pour les années à venir. Et cela aussi bien pour les pays développés que pour les pays en voie de développement.'

L'éducation permanente n'est pas, comme certains le prétendent, un concept qui existe aujourd'hui et sera oublié demain. L'éducation permanente est passionnante; elle présente un défi qui doit être relevé, car ce concept qui s'écarte considérablement de l'idée traditionnelle de l'éducation prend de plus en plus d'importance de nos jours.

Notes:

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1. Edgar Faure, *Apprendre à être* (Paris: Unesco, 1972), p. 206.

A CONSUMER REPORT ON SCHOOL TEXTBOOKS

5 French as a Second Language: Kindergarten to Grade 3

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The early introduction of French as a second language in Ontario schools received a considerable reemphasis with the 1974 publication of the *Report of the Ministerial Committee on the Teaching of French*. The Committee's first recommendation was 'that French be introduced at the Kindergarten, Primary, or at the latest, the Junior level, and that from whatever level it is introduced, a carefully articulated program be provided to the end of the secondary level.'

This is not to say that French in the early grades is new in Ontario. Most notably, Ottawa and Carleton area school boards have been experimenting with basic variations on early-start French programs for a number of years. These programs, which normally begin in kindergarten, vary according to the amount of time and the approach to the teaching of French. The time given to French each day varies from 20 to 40 minutes, 60 to 90 minutes, 50% of the school day, to the whole school day. The approach to the teaching is in step with the time factor. In the 20 to 40 minutes a day, French is taught as a subject (core French); in the 60 to 90 minutes, French is also used in the teaching of one or more school subjects (extended French); and when French is used as the language of instruction 50% to 100% of the school day, the programs are known as partial and full immersion respectively.

Although some boards have implemented partial and total immersion programs in the early grades and others are making efforts to introduce such programs, core French (20 to 40 minutes per day) is still by far the most widely accepted approach to the teaching of French at the primary level. Even in the extended French programs (which have achieved a good measure of success in the Ottawa area), core French is an important component, since an extended program usually consists of French as a

subject as well as French as the medium of instruction for the teaching of another school subject.

It is evident that different types of teaching materials are needed to suit the varying objectives of these different programs. There are as yet few generally available published materials produced specifically for immersion and extended programs: text materials produced in France or Quebec for francophones are usually adapted by the classroom teacher. A descriptive and evaluative checklist of materials used in immersion classes at the kindergarten and grade 1 levels in some Ontario schools has been compiled in draft form.

The intention of this article is to describe and compare the main features of the more recent and innovative courses that have been produced chiefly to meet the needs of core French programs introduced at the kindergarten to grade 3 levels.

Points to Consider

What criteria can be used to examine courses? One approach would be to view them in the light of the Ministry's curriculum guidelines. However, although some preliminary work has been done, such guidelines for French programs for K-6 have not yet been prepared. There is no simple guide to course examination. Nevertheless, some suggestions are given on points to consider, with illustrations from a few courses.

A French course for young children should offer a gentle introduction to the language, enjoyment in being involved in a language experience, and a desire to communicate in the language.

The overall linguistic objective is to secure the understanding of a number of appropriately selected sentence patterns and vocabulary items and the ability to use actively a more limited number of these patterns and vocabulary. In the courses described below, the selection and gradation of vocabulary and structures ranges from very systematic (in *En avant* and *Aux yeux des petits*) to more casual (in *Dansons la capucine* and *Pour les tout petits*) where

the teacher selects freely from a wide variety of stories, comptines, songs, etc. on which to base his lesson.

It is considered important to present the language in situational contexts and to provide opportunities for the students to use the language in dialogues, games, and songs appropriate for their age. These activities should be adaptable to large groups, small groups, and individuals. All the courses described provide a rich and imaginative variety of stimulating language activities. The two most comprehensive courses, *R.S.V.P. 1* and *En avant*, offer the most explicit suggestions as to how different activities can be adapted to various types of learning situations.

It is a great asset if the course includes a variety of appropriate audiovisual aids to assist the teacher in presenting the program simply and interestingly. The only drawback to a good selection of audiovisual aids is their high cost. *Pour les tout petits* provides only hand-drawn photocopied illustrations. Teachers and students supply other needed support material. This requires more time, effort, and imagination of the teacher. On the other hand, *En avant*, *Aux yeux des petits*, and *R.S.V.P. 1* provide ample high-quality figurines, flashcards, posters, etc.

Cultural information either can be given explicitly or can be incorporated in the situations, dialogues, or stories. In this respect, there is wide variation among courses. *En avant*, being British in origin, gives background information about France and French customs and uses situations and dialogues to illustrate the life of French people. No information pertinent to French Canada or North America is given. On the other hand, some of the booklets that make up *Dansons la capucine* are on Canadian themes: *la coupe Stanley*, *la tire*. The situations in *R.S.V.P. 1* are North American, the intention being to present French in a context familiar to the students, leaving out cultural differences.

The accepted order of introduction of the four skills is listening, repeating/speaking, reading, copying/writing. Their spacing varies in the K-3 group according to the grade level for which the course is intended. In kindergarten and grade 1, listening and repeating are fostered by providing interesting listening materials. When French is introduced at the grade 3 level, many teachers successfully use reading and copying as activities supporting the listening and speaking skills. For example, the course *R.S.V.P. 1* incorporates reading and copying from the first unit. On the other hand, in the British *En avant*, Stage 1 is purely oral. This aspect of *En avant* has come under criticism by many Ontario users of the course.

The efficacy of any instructional program depends to a large extent on the teacher. It is, therefore, essential that he is well informed about the aims of the course and its pedagogical procedures. Sample lesson plans with suggested teaching techniques, viable suggestions for adapting the materials to different teaching situations (e.g., varying class lengths, ability groups), and lists of vocabulary and sentence patterns are invaluable particularly to the less experienced teacher. All the courses described here contain instructions for the teacher, but the teacher's guides of *En avant* and *Aux yeux des petits* are the clearest and easiest to follow.

However, it is impossible for a course to be fully adjusted to ever-changing patterns of education, evolving ideas on language and its acquisition, and the variety of situations in which it is likely to be used.



French Courses, Levels K-3

En avant, Stage 1A, Nuffield Foundation (E.J. Arnold, 1966; distributed by J.M. Dent in Canada). Complete Kit—\$149.00; Teacher's Book—\$10.40.

En avant is a high-quality sequential program devised for schools in Great Britain, extending over approximately nine years of study of French as a foreign language. The carefully planned and integrated materials making up this program were designed by a well-balanced team and tested in about two hundred British schools, where regular classroom teachers without special training have had good results. Stage 1A introduces the sequence at approximately the grade 3 level.

En avant, Stage 1A, consists of a teacher's book, flannelgraph figurines, flashcards, wall-charts, and recorded mate-

rial. There is no student book or workbook. A testing kit is available separately. This course is divided into an introductory unit, followed by twenty units of which two are review units.

A typical unit consists of cultural background information (in English), presentation of new sentence patterns, questions and dialogues on the patterns, presentation of vocabulary (in context), use of vocabulary in situations, patterns and vocabulary acted out in a scene, a stimulating variety of activities (songs, games, drawing, etc.), and taped exercises.

The linguistic objective of this course is to secure good control of a carefully selected number of sentence patterns and vocabulary items by means of their active use in short dialogues, songs, games, and the like. These activities engage only the listening and speaking skills. Many teachers currently using the program feel that an earlier introduction to reading and writing would be helpful.

Background information about France and French life is given with each unit. Many of the situations and dialogues also illustrate the habits and customs of French people. Not surprisingly, there are no references to Canadian culture.

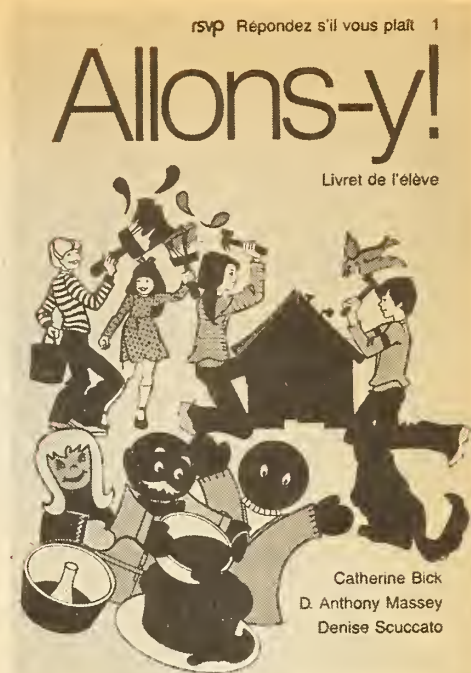
An outstanding characteristic of this program is the excellent teacher's book. It gives detailed explanation of the structure and aims of the course, a description of the components, full lesson plans for each unit including instructions on the use of the visual aids, and an index of the sentence patterns and vocabulary. The teacher's book also suggests how this program can be adapted to classes of varied lengths and mixed ability. In practice, however, *En avant* is better suited to the 30-minute class length than to the 20-minute class.

A revised *En avant*, Stage 1, has been published (1974). It combines Stages 1A and 1B in order that the complete Stage may be taught in one year if desired. This revised kit contains more visual and less taped material than the original one, and more possibilities for individual and group work. The new teacher's book is even more precise than the former one, making it possible to take in an area of work at a glance with essential activities clearly distinguished from optional ones.

Répondez s'il vous plaît 1: Allons-y!, D.A. Massey, Sister R.M. McLean, C. Bick, D. Scuccato (Copp Clark, 1975). Complete Kit—\$276.00; Pupil's Book—\$4.25; Teacher's Book—\$25.00.

Allons-y!, level 1 of *R.S.V.P.*, is the most recently published Canadian course for young learners of French as a second language. It is intended for beginners at approximately the grade 3 level, and together with nine subsequent levels, which are still in production, it is planned as a sequential program to be completed in grade 12.

The complete *R.S.V.P. 1* teaching kit includes a teacher's manual, student's



book, flashcards, number cards, worksheets, story boards, figurines, puppets, and recorded material.

This carefully composed and extensively classroom-tested course consists of fifteen units with a different theme for each, and three additional units dealing with seasons to be used at the appropriate time. Every fourth unit is for review. A typical unit consists of new vocabulary and structures presented by the teacher in three dramatic situations, questions on the situations, aural and oral games and exercises, discussions of the situations, mathematical exercises, a song, reading and related exercises, activities, and a progress test.

The cultural context of the situations of each unit is North American. No features illustrative of French or French Canadian life have been highlighted. Rather than stress cultural differences, the authors have aimed to present the target language in contexts familiar to the students.

Although quite explicit, the lesson plans in the teacher's book are somewhat hard to follow.

R.S.V.P. 1 has several innovative features: Although listening and speaking are emphasized, reading and copying are used in each unit to reinforce aural/oral activities. The student is involved in the learning process by an explicit statement (in English) in his book of what he will be able to do on completion of each unit, e.g., 'ask and tell what the weather is like,' 'multiply with numbers from zero to fifty.'

Provision is made for individual and group work, particularly in the review units, by means of a wide range of exercises and activities at varying levels of difficulty from which the teacher can select appropriately.

The use of English is not avoided. It is used in the student's book to give the aims of the unit, to describe the situations in each unit, to suggest items students might bring to class, and to give instructions for the exercises.

Pour les tout petits (Carleton Board of Education, Revised Edition, 1974). \$9.00.

Pour les tout petits is a compendium of materials for the teaching of French as a second language at the kindergarten and grade 1 level, produced by a committee of teachers in the Ottawa-Carleton area under the chairmanship of Marguerite Travers.

The 600 looseleaf pages in a three-ring binder contain a very brief introduction giving overall aims, three suggested lesson plans, and ideas on how to teach fairy tales. There follows an illustrated collection of 68 comptines, 10 dialogues, 10 games, 27 songs, and 23 fairy tales.

This rich collection of carefully selected and engaging materials does not claim to be a course but a resource from which a teacher can create his own program. Its purpose is to promote positive attitudes toward French and a mastery of the sound system through interesting and pleasurable activities that stress listening and encourage imitating. The acquisition of structures and vocabulary is not emphasized beyond a basic minimum.

Although the selection of materials is outstanding, in order to make his class successful the teacher must prepare very carefully. For instance, to present a fairy tale, the teacher should learn it, be prepared to dramatize it, color and mount the illustrative pictures provided in the binder, and gather other props such as puppets.

This unstructured approach to the teaching of French is more likely to be successful in the hands of an experienced elementary teacher. In Carleton schools, teachers receive in-service training to help them use these materials.

Dansons la capucine, Annick Le Marchand (Clarke Irwin, 1973). Complete Kit—\$45.00.

Although it can be used as a course, this set of beautifully illustrated booklets is primarily a very rich collection of stories, well suited to the interest level of children from kindergarten to grade 2.

Dansons la capucine consists of 27 colorful story books grouped into three

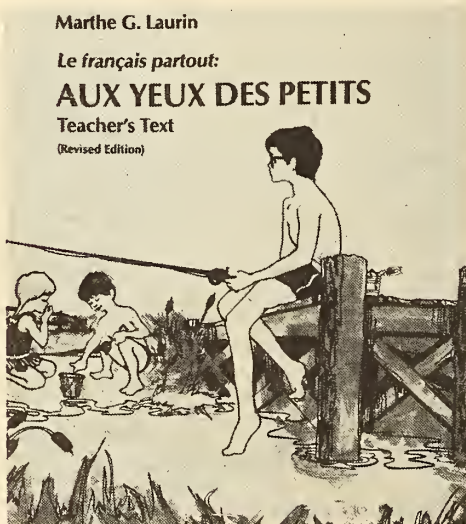
levels of difficulty, a teacher's guide, three lesson plan booklets, and two records. A picture edition of the story books in which the words of the dialogues and songs are omitted is also available.

Each book is self-contained and can be used independently of the series. The teacher is encouraged to expand, shorten, or modify the stories to suit his program. The story books can also be used as the basis of a loosely structured course covering three years of study. The teacher organizes the course by deciding the sequence in which to use the booklets within each of the three levels of difficulty.

The teacher's guide contains directions on how to develop a story, the text of the stories, lists of structures and vocabulary, and games, songs, and nursery rhymes to enrich the stories. This guide is not simple to follow. To get the most benefit out of it requires careful study. Lesson plan booklets to be used in conjunction with the teacher's book were published in 1975. The procedure they outline for each story consists of an introduction to the vocabulary and structures, games, songs, and other activities to reinforce language items, followed by page-by-page reading, explaining, and 'exploitation' of the story.

Some of the stories are timeless French tales: *Le petit chaperon rouge*, *Le roi Dagobert*. Other stories are specifically Canadian: *La goutte de sirop d'érable*, *Le flocon magique*. These stories have been effectively simplified without loss of narrative interest.

This outstanding collection of stories is generally found to be most successfully used in immersion programs and as enrichment material in core programs.



Le français partout: Aux yeux des petits, Marthe G. Laurin (Holt, Rinehart & Winston, 1971). Complete Kit—\$119.96; Teacher's Text—\$6.36; Pupil's Activity Pad—\$2.36.

Aux yeux des petits is a one-year course in French as a second language suitable for kindergarten or grade 1. It introduces French through a variety of activities, while

assuring that the children learn a basic repertoire of vocabulary, structures, songs, and comptines.

It consists of a teacher's text with an introduction to the course and daily lesson plans, a pupil's activity pad for individual seatwork such as connecting dots, coloring, and cut-outs, and a classroom kit. This kit contains about 100 color cut-outs (to illustrate dialogues), a 'rug' with 16 clear vinyl pockets (to insert the cut-outs for display), 14 large posters (to illustrate songs, scenes, etc.), and recordings of script and songs.

This oral program, which uses French exclusively, allows for a few weeks of listening, not insisting on imitation or answer, with songs and games forming the basis of each lesson. After this, the script of each lesson (dialogue or scénettes based on the activities of a family with three children) introduces new vocabulary and structures systematically. The scripts are centered on various basic themes: colors, numbers, family members, rooms of the house, fruits, animals, and foods. These themes are supported by various activities.

The songs and comptines are of French and French Canadian origin.

The teacher's book is thorough and detailed, outlining each daily 15-to-20 minute lesson under the following headings: teaching aids and suggestions; teacher's script; songs, games, rhymes, comptines; review.

The explicitness of the teacher's book and the wealth of supporting materials make this course very accessible to the relatively inexperienced elementary French teacher. An experienced teacher may find it somewhat prescriptive.

The Modern Language Centre of OISE has a teaching materials collection that teachers can visit. Here they can examine a variety of courses for all levels, including all of the above-mentioned ones, and discuss them with the librarian.

It is not possible, however, to evaluate a course on the basis of inspection alone. Their strengths and weaknesses become apparent only as one works with them. The question is further complicated by the unpredictable nature of student response. It is therefore desirable for someone choosing a new course to observe it in use and discuss it with teachers who have had experience with it. Although courses intended for the K to grade 3 levels vary in many of their features, we are fortunate that they are of such high overall quality.

Note:

This consumer report was prepared at the suggestion of Dr. Mark Holmes, Office of Field Development, OISE, who initiated the series and prepared the preceding four reports.

Yukon Territory



We are grateful to the Department of Tourism and Information of the Government of the Yukon Territory, whose cooperation made this review possible.

Publications

The following publications are available on the basis of one set per school, at the request of the principal or librarian. There is no charge. To ensure that maximum value is realized from each set, principals or librarians are urged to make sure, before placing orders, that specific plans for using the materials have been made and that the materials will be readily available to all interested members of staff. Please address requests to:
Department of Tourism and Information
Government of the Yukon Territory
Whitehorse, Yukon Y1A 2C6.

Historic Yukon

An account, in word and picture, of a land forever linked with the Klondike gold rush. Young in terms of exploration, which dates from Sir John Franklin's chance visit in 1825, the territory was prematurely aged by the intensity of its hour of glory. Today its lure is for the tourist, but the 'Trail of '98' still looms large in the forces that draw him northward. A program of restoration under way in Dawson City is creating a lasting memorial to a gold rush unparalleled in history.

Adventure Yukon

A revealing look at the many faces of the Yukon — towering mountains, flower-strewn valleys, crystal-clear lakes and rivers, abundant wildlife, and a virtually unsetting summer sun. The gold is gone, but the wealth of natural beauty remains, beckoning the visitor to explore in his own way — be it hiking, climbing, rock-hounding, canoeing, or taking advantage of the comforts of travel by motor coach or boat. Entertainment in the Yukon, however, is not

limited to natural attractions. Regular vaudeville shows highlight the lively night life of Dawson City and Whitehorse, and each city has a gala annual holiday. In Dawson City, the mid-August 'Discovery Day' commemorates the finding of gold in the Klondike, and in Whitehorse the February 'blow out' brings relief from cabin fever. *Adventure Yukon's* concise, readable text and abundant color photographs paint a vivid picture of a rugged and too-little-known frontier.

See Dawson City

This colorful leaflet describes Dawson today. Born of the gold rush and referred to at the height of its glory as the 'Paris of the North,' Dawson City (150 miles south of the Arctic Circle) acquired an almost legendary aura. Today it is a historic site, and work is under way to re-create, insofar as possible, the city of the 1890s.

Yukon Official Road Map

An extremely useful reference source for the student as well as the traveler. The map includes a mileage guide, all the usual markings, and a campground index. Mountain ranges are shown, as are many individual mountains and their heights, and land elevation is noted as frequent intervals. Included too are such useful and revealing notations as: 'no facilities,' 'summer travel only,' 'closed in winter,' 'maintained to this point only,' and 'under construction to here.' The map provides an extremely comprehensive look at the Yukon and leaves no doubt as to its frontier nature.

Films

Three distributors handle films on the Yukon. To avoid confusion, the distributor is identified for each film. Please order all films well in advance and include an alternative date for showing.

Films produced by the National Film Board should be available from its local offices. Readers in the

United States may obtain NFB films from:

National Film Board of Canada
Suite 819
680 5th Avenue
New York, N.Y. 10019, U.S.A.

The other films may be borrowed from one of the following:

Film Library
Library Services Branch
P. O. Box 2703
Whitehorse, Yukon Y1A 2C6.

White Pass and Yukon Route
510 Hastings Street West
Vancouver, B.C. V6B 1L8.

The Accessible Arctic (color, 23 minutes)

Roads, railways, and airfields are bringing isolated northern communities into the mainstream of Canadian life. A film review of man's success in overcoming problems of terrain and distance to bring settlers and industry to the Yukon and the Northwest Territories. NFB.

City of Gold (black and white, 22 minutes)

A nostalgic look at the Yukon when gold fever was at its height. Dawson-born Pierre Berton introduces his accompanying commentary with boyhood reminiscences, and the inclusion of vintage photographs gives the film a documentary quality. *City of Gold* has won seventeen awards. NFB.

The North Has Changed (color, 27 minutes)

The mineral resources of the Yukon and the Northwest Territories no longer lie beyond man's reach. Government and private enterprise have undertaken their development and are building roads, railways, and airfields to make them accessible to world markets. NFB.

Gold (black and white, 11 minutes)

The story of placer gold mining in the Yukon. East of Dawson City giant dredges cut deep into the gold-bearing gravel of the creek beds. The gravel is washed and the gold trapped, hand-sorted, and

made into gold bricks. But in the creek, great coils of waste remain. NFB.

Double Heritage (black and white, 30 minutes)

The story of the barnstormers and bush pilots who explored Canada's vast hinterland, and of the World War II heroes who flew Bolingbros, Ansons, Mosquitoes, and Hurricanes. A saga of unmapped territories and a country at war. NFB.

Beyond the Forty Mile (color, 28 minutes)

The development of asbestos mining at Clinton Creek, Yukon, shown against a background of local living conditions and recreation. Film Library.

Yukon — Get Away Country (color, 13 minutes)

A family takes a fishing-camping trip in the Yukon and visits historic sites and points of interest. Film Library.

Frontier Busters (color, 28 minutes)

A lively, colorful description of the White Pass and Yukon Route's integrated transportation system. Through the sub-arctic winter, goods flow by container ship to Skagway, train to Whitehorse, and track throughout the Yukon. Film Library or White Pass.

There's the Land — Have You Seen It? (color, 28 minutes)

Similar to *Frontier Busters* but featuring people rather than products. A review of package travel for tourists over the White Pass and Yukon Route. Film Library or White Pass.

Brave New North (color, 28 minutes)

Another in the film series on the development of the Yukon presented by the White Pass and Yukon Route. *Brave New North* chronicles the industrial advance of mining, commerce, and transportation in the late 1960s. White Pass.

Scarborough Village Bilingual School

In 1972, an alternative elementary school was established in Scarborough, and a year later it moved into the premises of Scarborough Village Public School, formerly occupied by a traditional elementary school. The program presently runs from junior kindergarten to grade 6, and this year it will be extended to grades 7 and 8.

As in many traditional and almost all alternative elementary schools, the graded structure at Scarborough Village has gone by the board. Instead there are family groupings, with a mix of pupils from three age levels. Instruction is based on activity-centered programs in which, for example, pupils may spend several days investigating a single topic or integrating their work over a longer period of time in a project that encompasses several subjects. Self-motivation of the pupils is the aim of the school, but at the same time more importance is attached to the teaching of skills than in some alternative schools. 'We are believers in *The Formative Years*,' says Peter Butler, who became principal of the school last year. Moreover, what marks Scarborough Village as unusual is the extent to which parents are involved and in particular the

informal use of French.

The school was started at the instigation of parents, and it was made clear at the outset that parents are expected to play a part in its operation — not simply for the contributions they can make but for their own benefit as well. Thus, on almost any day, twenty or more parents will be found working in the school — as teaching aides, in the library, performing secretarial duties, or supervising meals. There are also a dozen parent committees, whose duties range from promoting cultural activities to encouraging parent participation.

About half the teachers in the school are bilingual and use French in their classes as the mood takes them. The program in no sense is French immersion but rather exposure to French — so that the pupils become familiar with (but not necessarily fluent in) a second language and gain awareness of and respect for another culture.

At present the school is almost filled to capacity with three hundred students, a sure measure of its success.



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